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ABSTRACT

Focusing on adult business education in the public evening school, the monograph first presents a brief history of the educational form and its philosophical foundations for progress and then lists programs of adult business curriculums, both preparatory and supplementary. The broad preparatory programs offer courses to educate adults for entry into the labor force in a new or former occupation. Courses in the preparatory curriculum cover accounting, shorthand, business data processing, business organization and management, office machines and procedures, system design and development, and typewriting. The supplementary programs, often of short or single courses, provide education for adults who have already entered the labor market and need education to update or upgrade their current employment skills. Planning and criteria for adult business education in several States are presented, along with short descriptions of courses offered. Such courses are conducted by secondary schools, vocational-technical schools, and many postsecondary institutions. Complete vocational guidance services should be available for adults, such as testing and counseling, educational and occupational information, and placement and followup. The monograph also discusses methods of planning adult programs and the teaching methodology appropriate to adult learners. (MP)

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# CONTINUING EDUCATION FOR BUSINESS

KENNETH A. SWATT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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# CONTINUING EDUCATION FOR BUSINESS

by

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# PREFACE

Thomas Jefferson wrote: "If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be." The success of a political democracy is based on the assumption that the people are well educated. Adult education represents a technique for social control, an essential element for the democratic way of life.

The breathtaking pace at which material progress is taking place has created many economic, social, political, and moral problems. Adults must be given the opportunity to learn to cope with these problems and function effectively as citizens, workers, and consumers.

This monograph is a revision and expansion of a publication of the Pennsylvania Department of Education titled *Organization and Administration of Adult Vocational Business Education Programs*. It grew out of the author's conviction that it is the responsibility of the schools within the United States to meet the educational and occupational needs of out-of-school youths and adults.

It is hoped that this monograph will assist administrators and business educators within school systems, teacher education institutions, and state departments of education to combine their resources to effectively serve adults through well-planned, comprehensive educational programs.

The author is most grateful for the editorial assistance rendered by William H. Selden, Jr., during the writing of this publication.

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# INTRODUCTION

Since this monograph focuses on adult education in the public evening school, a brief history of this institutional form should add clarity and perspective to the topic.

The first adult evening schools were operated for profit and were known to exist as early as 1661 in New York state. By the early 1800's, however, there began a growing demand that adult education be conducted at public expense. In 1839, Ohio became the first state to pass legislation providing for evening schools at public expense; and by 1900, at least 165 major cities in the United States administered evening schools.

Since these early public evening schools were established primarily for working youth and the curriculum was a repetition of academic courses offered in the day school, they appeared to be similar to the evening high school programs of the mid-twentieth century. These schools provided the basis for what was later to become one of the most important educational institutions for adults.

During the second half of the nineteenth century and the first two decades of the twentieth century, the following trends and developments occurred with respect to public evening schools:[1]

> . . . Their enrollment rose both in size and age level. Their curriculum broadened in four directions: (1) expansion of "Americanization" programs for immigrants; (2) expansion of vocational courses, especially in trade and commercial subjects; (3) extension into secondary and college level subjects with the opening of evening high schools; and (4) experimental sorties into formal adult education. . . . State support for evening schools emerged in four states: (1) permissive legislation, granting local school districts authority to operate adult classes; (2) the passage of various mandatory requirements, such as compulsory subjects (civics) and teacher certification; (3) provision of direct financial aid; and (4) provision of statewide services to local school systems through the state departments of education. The evening schools also began to develop differentiated administrative and teaching operations as their load of administrative responsibilities became too heavy for peripheral handling.

While the absence of reliable data about adult education has consistently been one of the major obstacles in understanding the field, it is clear that the number of adult learners has greatly increased since World War I. National studies of adult education indicate that between the years 1946-47 and 1950-51 the enrollment in adult education in small cities increased by 100 percent while that in medium-sized cities increased by nearly 188 per-

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[1]Malcolm S. Knowles (ed.), *Handbook of Adult Education in the United States* (Chicago: The Adult Education Association of the U.S.A., 1960), pp. 19 and 20.

cent.[2] The 1968-69 enrollments for adult education programs in local school systems of the United States totaled 4,332,096, including 408,469 in business and commercial programs.[3]

The following 1968-69 data provide additional evidence of the emphasis given in the United States to adult education in local school systems:

Expenditures for Adult Education Programs[4] — $89,549,252.93

Administrative Personnel Employed in Adult Education Programs[5] —

1,754 (full-time)
5,042 (part-time)

Classroom Teachers Employed in Adult Education Programs[6] —

6,010 (full-time)
79,782 (part-time)

Other Instructional Personnel (Librarians, Counselors, etc.) Employed in Adult Education Programs[7] —

735 (full-time)
3,969 (part-time)

Although much progress has been made in he field of adult education, the following are a number of contemporary problems the solution of which will require an all-out effort by many educational and governmental agencies, particularly the public evening school:[8]

1. Helping large masses of people to adjust to a space-age environment, an environment which has come upon us so rapidly that we have not learned how to react to it or to live in it.
2. Preparing people to make wise decisions on such momentous questions as war and peace, civilian defense, maintaining a democratic way of life, providing a high standard of living, helping underdeveloped countries, planning and financing education at all levels, analyzing and combating malicious propagranda, carrying on extensive programs of research and scientific investigations, providing justice for all, and living ethically and morally.

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[2]Edward B. Olds, *Financing Adult Education in America's Public Schools and Community Councils* (Washington, DC: National Commission on Adult Education, 1954).

National Education Association, Division of Adult Education Service, *A Study of Urban Public School Adult Education Programs of the United States* (Washington, DC, 1952).

[3]National Association for Public Continuing and Adult Education, *Public Continuing and Adult Education 1970 Almanac* (Washington, DC, 1970), p. 41.

[4]*Ibid.*, p. 42.

[5]*Ibid.*, p. 43.

[6]*Ibid.*, p. 45.

[7]*Ibid.*

[8]Barton Morgan, Glenn E. Holmes, and Clarence E. Burdy, *Methods in Adult Education*, (2d ed.; Danville, Illinois: The Interstate Printers and Publishers, Inc., 1963), pp. 177 and 178.

3. Helping over 300,000 women to switch from housework to jobs each year. Wives, mothers, and widows need marketable skills in order to be gainfully employed . . .
4. Preparing several million young workers each year to get started on, and to grow in, new jobs which require considerable technical competence for starting and consderable flexibility for holding.
5. Assisting large numbers of approximately sixty million workers now employed to keep pace with the increasing technological developments in their work, through guidance and through training and retraining.
6. Counseling veterans to plan educational programs under the GI Bill for high school graduation or post-high school education.

The last three decades of the twentieth century find life in the United States becoming increasingly complex. The adult population is expanding rapidly. An adult is a member of a society that strives to maintain a high standard of living and equality of educational opportunities. The life of an adult is influenced, and sometimes dominated, by economic considerations. This should prompt school administrators and business educators to be prepared to witness an increased demand for adult business education programs.

## CHAPTER I. PHILOSOPHICAL FOUNDATIONS FOR PROGRESS

### Definition

For the purpose of this monograph, adult business education is defined as an organized system of learning for out-of-school youths and adults whereby they may acquire business knowledge and skills and attitudes necessary to function at their optimum abilities in contemporary society as citizens, workers, parents, and individuals.

Adult business education is a program which attempts to meet the following educational objectives of adult learners: (1) to have specialized skills or bodies of knowledge refreshed or updated; (2) to be upgraded within their chosen occupations, including self-employment; (3) to prepare for new occupations; (4) to prepare to reenter former occupations; (5) to acquire improved consumer and economic understandings; or (6) to develop personal-use skills. To accomplish these objectives necessitates an adult business education program which includes planned, comprehensive, sequential curricula as well as short courses.

This concept of adult education excludes full-time school and college work which leads to a degree, even though the student may be of adult age. The concept also excludes the incidental learning that takes place through the experiences of daily living.

### Present Status

Although rapid growth has taken place in adult education during the twentieth century, much progress needs to be made. Hundreds of local school systems have little or no commitment to adult education. Those school systems that are partially committed often develop adult education programs in response to community pressure groups or the incentive of state and federal monies rather than the educational and occupational needs of adults. In addition, there appears to be limited leadership in this field due to the fact that only 26 United States universities have graduate programs in adult education.[1]

A recent study of adult education in one of our most populous states reveals the following specific deficiencies: (1) leadership in the department of education is diffused among several bureaus; (2) adult vocational programs receive the major interest and only a minor consideration is given to adult secondary, civic, and cultural education; (3) there is little innovation employed in the methods and techniques of teaching adults; (4) adult counseling is limited to certain specific federal programs; (5) there is a need for full-time leadership at the school district level with a core of full-time instructors in the larger districts; and (6) state funding for adult education is practically nonexistent.

[1]National Association for Public Continuing and Adult Education, *Public Continuing and Adult Education 1970 Almanac* (Washington, DC, 1970), pp. 57-60.

## An Educational Imperative

The evolutionary development of adult education must accelerate to match the quickening pace of social change. It is historically unprecedented that the time span of drastic cultural change has been reduced to less than the lifetime of a person. Today, mature adults face a culture different than the one inherited by them. The consequence of this phenomenon is that, without adult education, the well-educated youth of today is an obsolete man tomorrow. Also, economic forces have created a higher standard of living, fewer hours of work, and the replacement of manual labor with automation. These socioeconomic forces have propelled us to a time when continuing educational opportunities must be provided so that adults may learn whatever they need to learn whenever they need to learn it.

There must be a national commitment to provide the resources and moral support necessary for the development of adult education as a technique for social control and as a method of preventing human obsolescence. The latter, manpower development, is vital to national security, prosperity, and social welfare.

This commitment will be fruitless unless youths are oriented to a conception of learning as a lifelong process. Young people should be taught in such a way that they leave high school with a mastery of the tools of learning, with an insatiable curiosity, and with a determination to continue learning throughout their lifetime.

## From Here to Total Commitment

"The true end of community development, as of all adult education, is to make life better by changing people in desirable ways."[2]

To fulfill this goal, all community agencies should take a new look at this field of education and accept the challenge of total commitment. These agencies should clarify their respective roles by establishing working agreements and planning cooperatively to insure that their combined resources are used efficiently and effectively to meet the educational and occupational needs of adults. Their goal should be to operate with full awareness of the nature and function of each other, so that collectively they may serve adults.

State departments of education should accept a leadership role in improving the scope and quality of comprehensive programs of adult education, including adult business education. Categorical financial aid could be provided to encourage the organization and administration of comprehensive programs, rather than an occasional single course, and the establishment of a corps of full-time adult education teachers. Before undertaking such a leadership role, some state departments of education will have to deal effectively with the problems of fragmentation of responsibility, poor communication, illogical planning, and increased costs. A partial solution of these problems may rest with the establishment of a council at the policy-making level which would coordinate all adult education activities for which the department of education is responsible.

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[2]Cyril O. Houle, "The Energy of Local Leadership," *Adult Leadership*, IV (1956), pp. 8-10.

The teacher of adults deals with students who have goals, experiences, emotions, and abilities that differ from secondary school students. It is necessary that business teacher education programs be designed to educate prospective and experienced teachers to cope adequately with these circumstances.

A total approach to this problem involves both pre-service and in-service teacher education. On the pre-service level, an understanding of the principles and problems of adult education should be acquired by all undergraduate students through a course devoted to adult business education, through a comprehensive unit within a less specialized course or through guided professional laboratory experiences.

The in-service approach should include a graduate program through which the teacher could specialize in adult business education and courses, workshops, clinics, and seminars for practicing adult business education teachers. It should be remembered that some teachers of adult have had little or no formal preparation to become business teachers. Teachers and administrators with little or no background in the principles and problems of adult education find it difficult to organize and administer an effective, comprehensive adult education program.

The number of leaders and teachers of adults must be increased. They must be educated to acquire the knowledge and develop the skills necessary to help adults learn.

Total commitment challenges the nation's universities to expand the resources available for formal research relative to adult business education, including the dissemination of findings. Also, there is a need to add to the total body of knowledge regarding adult business education through informal research by business educators teaching in public evening schools. One of the greatest needs in the field of adult education is a comprehensive approach to evaluating the total effectiveness of the adult education program and the progress of an adult learner. This is a significant challenge to educational research.

Local leadership is essential for the development of adult education programs that meet the needs of adults who reside in the community. However, adult education on the local level appears to be suffering from the "moonlight syndrome." The vast majority of adult educators have other teaching or administrative responsibilities which weaken their effectiveness in the adult education program. Adult education will never fulfill its mission to society so long as it is a part-time endeavor. The resolution of this educational malady will require the resources of state departments of education, teacher education institutions, and local educational agencies. Their combined efforts can make a professional career in adult education as attractive and rewarding as any other career in education.

The public schools have a strategic role to play on the local level. They should:

1. provide facilities and services that can be offered more effectively than other agencies;
2. assist nonschool agencies to increase the effectiveness of their educational services;

3. take primary responsibility for the coordination of the nonschool educational activities of the community, unless another agency is providing effective leadership;
4. work with colleges to upgrade the standards of professional competence required of administrators and teachers of adults and employ personnel with these competencies;
5. develop a comprehensive adult education program that has been planned carefully to provide the sequential development of the knowledge, skills, and attitudes necessary to function effectively in a changing society.

If adult education is to evolve quickly in accordance with the philosophy expressed in this chapter, much work lies ahead. It is hoped that the content of the succeeding chapters will serve to speed up the process of evolution.

## CHAPTER II. A COMPREHENSIVE ADULT BUSINESS EDUCATION PROGRAM

Adults seek business education for vocational and personal use. Their determination to learn should become the determination of school administrators and teachers to provide the opportunity to learn. This chapter outlines a comprehensive adult business education program planned to assist adults to meet their objectives.

### Business Education for Vocational Use

Financial security is one of the overriding concerns of adulthood. In a labor market continually influenced by technological advancement, new procedures and the ups and downs of the economic cycle, finding and holding a job, and advancing through a career are difficult without continuing vocational education.

The vocational business program for adults can include two parts—preparatory and supplementary.

### The Vocational Business Preparatory Program

The preparatory program provides vocational business education for persons who need education for a new or former occupation.

*Education for a new occupation.* Many adults interested in securing employment in offices have had little or no education or experience to qualify them for such positions. Once the decision is made to prepare for an entry-level office position, adults are interested in pursuing a curriculum that will expedite their entrance into this field.

Some adults undoubtedly will want to enroll in a single course, such as typewriting, and subsequently consider themselves adequately prepared to enter office work. Although no adult seeking vocational competence should be denied admittance to a course, sound counseling should be provided in an effort to offer the adult a broad-based vocational business curriculum. The modern office worker should be the product of this type of curriculum. Breadth of vocational education tends to assure the employee of job security through the ability to adjust to changing office technology and procedures. In addition, the employer is provided with a competent, versatile office worker who will contribute to the increased productivity of the office.

By guiding adults to establish appropriate occupational objectives and by prescribing planned, sequential educational curricula rather than a single, isolated course, the public evening school can meet the needs of these adults and of the business community.

Subsequently, broad-based adult vocational business curricula are suggested. These public evening school curricula attempt to educate adults for entry into the labor force in a relatively short, but feasible, period of time.

A listing of the courses and the manner by which they are offered follows. See Appendix B for descriptions of these courses.

| Courses | Hours Per Night | Nights Per Week | Weeks | Total Hours Per Course |
|---|---|---|---|---|
| Accounting I | 3 | 2 | 15 | 90 |
| Accounting II | 3 | 2 | 15 | 90 |
| Shorthand I | 2 | 3 | 15 | 90 |
| Shorthand II and Transcription | 2 | 3 | 15 | 90 |
| Business Data Processing I | 3 | 2 | 15 | 90 |
| Business Data Processing II | 3 | 2 | 15 | 90 |
| Business Organization and Management | 3 | 1 | 15 | 45 |
| Office Machines and Procedures | 3 | 2 | 15 | 90 |
| Office Systems Design and Development | 3 | 2 | 15 | 90 |
| Typewriting I | 2 | 3 | 15 | 90 |
| Typewriting II | 2 | 2 | 15 | 60 |

Suggested course sequences leading to identified occupational objectives are:

*Intensive Stenographic Curriculum*

| 1st Semester | 2d Semester |
|---|---|
| Business Organization and Management | Typewriting II |
| Typewriting I | Shorthand I |

3d Semester

Shorthand II and Transcription
Office Machines and Procedures

*Intensive Clerk-Typist Curriculum*

| 1st Semester | 2d Semester |
|---|---|
| Business Organization and Management | Office Machines and Procedures |
| Typewriting I | Typewriting II |

*Intensive Accounting Curriculum*

| 1st Semester | 2d Semester |
|---|---|
| Business Organization and Management | Accounting II |
| Accounting I | Business Data Processing I |

*Intensive Data Processing Curriculum*

| 1st Semester | 2d Semester |
|---|---|
| Business Organization and Management | Accounting I |
| Typewriting I | Business Data Processing I |

3d Semester

Business Data Processing II
Accounting II
or
Office Systems Design and Development

To implement effectively the curricula described previously, a school district may want to employ as resource persons or instructors knowledgeable, experienced businessmen and businesswomen who may not have baccalaureate degrees in education.

Small school districts that cannot justify establishing the type of adult vocational business preparatory curricula described previously could possibly negotiate a cooperative arrangement with a nearby large school district.

*Education to reenter a former occupation.* Many young women work in clerical or related occupations for a few years and then leave their jobs to remain at home and care for their families. Increasingly large numbers of these women eventually become interested in returning to office employment to supplement the family's income. Their primary need is to enroll in a course which will quickly update them concerning the knowledge and skills pertaining to their occupations.

It is not advisable to place these former office employees in the same classes with those in the beginning stages of instruction. A subject that meets their particular needs, should be planned and offered. Such a subject might be titled "contemporary office procedures and technology" and include a revitalization of appropriate vocational business skills. It is suggested that this subject be offered two evenings a week for three hours each night throughout a 15-week period—a total of 90 hours of instruction.

The instruction during the skill refresher phase of the subject should be individualized according to the needs of each student. These needs can be determined through interviews, observations, and pretests.

## The Vocational Business Supplementary Program

This program provides vocational business education for persons who have already entered the labor market and need education to be updated or upgraded to achieve stability or advancement in their current employment. The public evening school should attempt to meet the needs of those adults through selected courses offered in accordance with sound educational principles and in a manner convenient to the majority of the prospective adult learners. Courses of short duration and singular objective are common in the vocational business supplementary program.

*Education to refresh or update.* Many office employees develop a variety of office skills through a broad-based secondary school business education curriculum and are versatile when they take an entry-level position. After a time, one or more of these skills may deteriorate through lack of use. A stenographer may have little or no occasion to take dictation or transcribe notes from an employer or superior who does not like to dictate. A typist in a typing pool may never file the products of her labor. To maintain the versatility so valuable in the changing office scene, office employees often seek an opportunity to refresh lost skills. Also, veterans of the armed services are often in need of an opportunity to refresh or update business skills upon their return to civilian life. The public evening school should provide that opportunity. Indeed, courses to refresh accounting, typewriting, and shorthand skills are the most common offered in public evening schools.

Expanding knowledge and technological progress have affected the modern office to a great degree. Particularly in a large office are employees expected to update themselves periodically by learning how to operate new features on the more common office machines, by developing vocational competence in the operation of new office equipment, and by learning to follow the latest office procedures. To an increasing extent, businessmen are turning to the office in an effort to cut costs and boost production, and this usually requires that office employees receive additional education. A course in word processing or instruction in the operation of a key punch machine are examples of education which employers may require of their employees.

Most businessmen agree that the schools should deal with this educational problem, provided their employees are educated in a manner which meets their business needs.

*Education to upgrade.* Often the acquisition of an additional skill or body of knowledge paves the way for advancement within a business or governmental organization. Adults who have not completed a high school education may want to study to receive a high school diploma or a high school equivalency certificate. Either of these could facilitate advancement.

Consultation with the businessmen of the community or analysis of written specifications on business positions should reveal the skills and knowledge that will help an employee progress to a position which offers a greater challenge and higher salary. A bank employee may take American Institute of Banking courses and a secretary may need to earn the Certified Professional Secretary designation before being promoted to positions of greater responsibility. For those who hold self-employment as a goal, a course in small business management would prove useful.

### Business Education for Personal Use

Business education includes the resources necessary to assist adults in the acquisition of knowledge and the development of skills for personal use as well as vocational use. This is a fact of which school administrators should be aware; this is a challenge which should not be ignored.

## Economic Education

It is agreed generally that most adults are sadly lacking in economic understanding. Yet, if adults are to meet their responsibilities as citizens and consumers in a basically private enterprise economy, economic understanding is essential.

During the past fifty years the economic role of government has become greater and more complex. If government is to solve economic problems complicated with social, moral, ethical, and political issues, it needs an informed electorate. So numerous are our economic problems, and so interrelated are they in the deliberations of democracy, that an understanding of economics is essential to effective citizenship.

Much of a consumer's day is devoted to economic activities—attempts to satisfy wants. Everyone is a consumer of goods and services produced within the economy; therefore, it is important that all adults understand the consumer-oriented economy upon which they depend. Who would deny that a knowledge of topics such as insurance, bank services, and types of credit is necessary to function adequately in our complex economy.

Vocational education has long been accepted as an important phase of education in America. It was one of the "Cardinal Principles of Secondary Education" identified as follows in 1918: "Vocation—every person should be equipped to secure a livelihood for himself and for those dependent upon him, and education should equip him to serve society in a productive manner."[1] In 1933 Nichols firmly linked vocational education and consumer education when he wrote: "There is no conflict between . . . preparation for efficient participation in productive activities and for wise use of resulting financial rewards."[2]

It is insufficient to educate adults to become vocationally competent. To ensure economic independence, individuals must be taught to manage their income prudently.

Adults, in their roles of citizens and consumers, are engulfed daily with economic problems that require solution. This fact brings a sense of urgency to the necessity for the public evening school to provide a program of economic education that meets the needs of adults, especially those with low incomes.

Economics should be taught as a separate course and economic education should be provided within subjects such as general business, consumer education, family finance, and business organization and management. The teacher should provide instruction which is vital and practical—not theoretical, descriptive, and sterile. Topics such as budgeting and buying should be included. Adults should be encouraged to think for themselves about major economic problems. Much attention should be given to the development of a rational, analytical approach to problem solving.

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[1]U.S. Department of Interior, Bureau of Education, *Cardinal Principles of Secondary Education*, Bulletin 1918, No. 35 (Washington, DC: U.S. Government Printing Office, 1918).

[2]Frederick G. Nichols, *Commercial Education in the High School* (New York: Appleton-Century Co., 1933), p. 62.

### Education To Develop Personal-Use Skills

The economy of the United States has been referred to as a "paper economy." The rate of the flow of goods and services from producers through middlemen to consumers is directly related to the rate at which pertinent information can be communicated among businesses. Increased specialization and consequent interdependence among producers has created complex, challenging communication problems in the business world.

This development and the overall explosion of knowledge in recent decades have necessitated the refinement of communication skills by individuals attempting to live in a complex society.

Because it is possible to type faster and in a more legible manner than it is to write with pen or pencil, typewriting is becoming a basic communication skill. Increased sales of portable typewriters and increased enrollments in secondary school typewriting courses bear testimony to this phenomenon. Instruction in personal typewriting should be available in the public evening school.

Skills in notetaking and reading comprehension are in demand not only by college bound high school students but also by businessmen and professional people. Indeed, most adults who periodically seek formal education desire to develop reading comprehension. Instruction in one of the many systems of shorthand should be provided to interested adults.

In addition, the consumer needs skill in business mathematics to handle his personal financial affairs in an efficient manner. Keeping a check stub record, computing the annual rate of interest on an installment purchase, and completing an income tax form are some of the occasions on which this skill is needed.

## CHAPTER III. ADULT BUSINESS EDUCATION PROGRAMS IN THE UNITED STATES

The purpose of this chapter is to provide the reader with an insight into some of the contemporary approaches to adult business education with a view to stimulating thought and action to better meet the educational needs of adults in the fifty states.

### A Master Plan

In Iowa, a master plan for the growth of adult business education has been developed by the adult business education staff of the University of Northern Iowa and the adult division staff of the Iowa Department of Public Instruction. The many facets of the plan are illustrated in the chart on page 12; however, the following should be noted: (1) planning and evaluation are the responsibilities of both parties; (2) the University of Northern Iowa has the major responsibility for materials development, instruction, adult teacher education, and consultative services; (3) the business occupations have been divided into subgroups with common needs to achieve more effective planning; (4) the adult business education staff of the university promotes cooperation among the public and private agencies which contribute to the containuing education of out-of-school youths and adults; and (5) good communication among the several parties and agencies is achieved through off-campus visitations, teacher education in-service seminars, and the semiannual publication and distribution of the *Adult Business Occupations Newsletter* to business educators and other interested persons.[1]

The Iowa master plan is reevaluated continuously to make adjustments which would have a positive effect on program development. Other states should consider developing a similar master plan to provide continuing education for business.

### Vocational Business Preparatory Programs

The Ohio Department of Education has approved criteria for two one-year adult programs in business and office education. These are full-time in-school and cooperative programs enrolling out-of-school adults who are employed in offices or seeking pre-employment education for office occupations.

*Adult preparatory full-time in-school program.* There is a three-hour uninterrupted intensive laboratory scheduled for 15 to 25 adult learners with the same occupational objective. In addition, there are two hours of related instruction. The program operates five days a week for a minimum of 25 hours per week and 900 hours for the year. Variations to lengthen this instructional period are considered as long as minimums are met.

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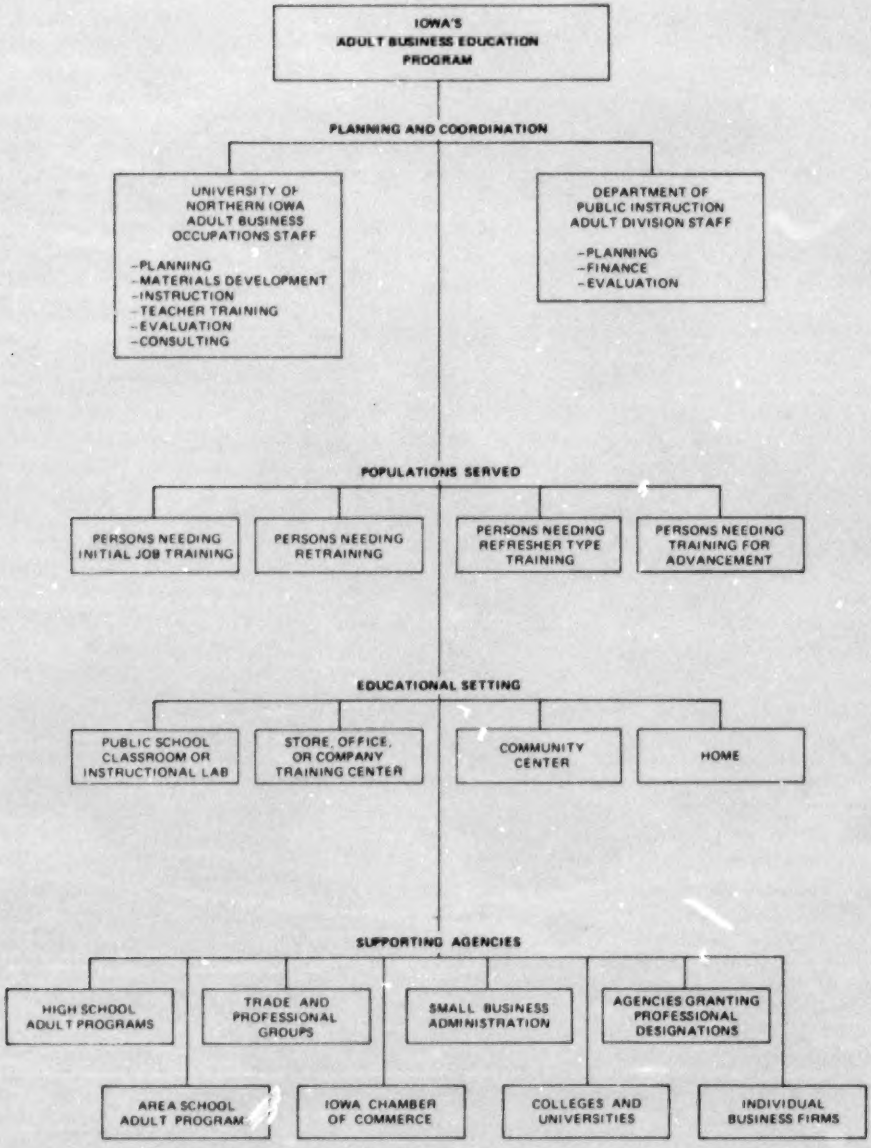
[1]Glenn L. Hansen, Aurelia Klink, and Barry L. Reece, "A Philosophy and a Plan for Adult Business Education—Part 2." *Business Education Forum*, January, 1971, pp. 3-5.

## IOWA'S ADULT BUSINESS EDUCATION PROGRAM



The intensive laboratory must be taught by one teacher in a fully equipped classroom laboratory. The related periods of instruction may be taught by a second vocationally qualified business and office education teacher.

The following indicates the areas of instruction included in the adult preparatory full-time in-school program:

Clerk Stenographer Curriculum

Intensive Laboratory

Shorthand, typewriting, office machines, secretarial practice, and business English

Related Instruction

Business law, business economics, business organization, or bookkeeping

Clerk Typist Curriculum

Intensive Laboratory

Typewriting, machine transcription, office machines, clerical practice, and business English

Related Instruction

Business law, business economics, or business organization

General Office Clerk Curriculum

Intensive Laboratory

Typewriting, bookkeeping, office machines, clerical practice, and business English

Related Instruction

Business law, business economics, or business organization

Account Clerk Curriculum

Intensive Laboratory

Bookkeeping, office machines, typewriting, and office practice

Related Instruction

Business law, business economics, business organization, or business English

*Adult preparatory full-time cooperative program.* In this program, supervised work experience and class time are alternated on a weekly basis. A minimum of 450 hours of supervised work experience and 750 hours of teacher contact time are required.

Class time is structured on the same basis as the in-school program with the three-hour uninterrupted block of time and two hours of related instruction.

Adult learners are employed at work stations under the following conditions:

1. Compensation is the same as for other employees in a similar work station.

2. Work stations are approved by the local coordinator.
3. Office skills have been developed to a marketable level.
4. The work station is in an office occupation.
5. The training plan is on file at the work station and with the coordinator.

*Daytime Vocational Business Preparatory Programs.* Many adults who work in the evening or have children of school age can attend classes during the day but cannot attend at night.

The Southern Nevada Vocational Technical Center permits adults to secure instruction in the same secretarial daytime classes as secondary school pupils. Myers describes the results as follows:[2]

> Mixing adults with young adults has had a salutary effect. The more mature students stabilize a classroom. By their very presence, they show younger students the importance of gaining training at an earlier age. By their very demeanor, they add a stabilizing influence.

This secretarial program is conducted in an office-like environment. It may provide an excellent means of preparing youths and adults to cope with human relations problems that sometimes develop in an office.

Since programs similar to that offered at the Southern Nevada Vocational Technical Center are rare, intensive daytime programs, such as those sponsored through the Manpower Development Training Act (MDTA) and the Opportunities Industrialization Centers (OIC), provide a popular, inexpensive, effective means by which adults may develop vocational competency for business and office occupations in a relatively short period of time. These programs usually are housed in nonpublic school facilities.

A typical MDTA program has been offered continuously at the Altoona School of Commerce and Zeth School, Inc. in Altoona, Pennsylvania, since October, 1963.

When the Altoona office of the Pennsylvania Bureau of Employment Security reported an under-supply of general office clerks in the Altoona labor market area, the Pennsylvania Department of Education contracted with the Altoona School of Commerce to conduct a general office clerk course in 2 sections for 25 persons per section. The 20-week course consists of at least 40 hours of instruction per week or a total of 800 hours. It begins each weekday at 8:00 a.m. and ends at 4:50 p.m.

The major units of instruction are as follows: Accounting I, 75 hours; Mathematics I, 37.5 hours; English I, 37.5 hours; Spelling and Vocabulary, 112.5 hours; Accounting II, 75 hours; Mathematics II, 37.5 hours; Office Practice, 37.5 hours; Business Correspondence, 75 hours; Office Machines, 112.5 hours; Typewriting I, 62.5 hours; General Business, 75 hours; Typewriting II, 62.5 hours.

In consideration for this service and pursuant to the provisions of the Manpower Development and Training Act of 1962 and as amended, the

[2]Charles Myers, "Secretarial Education in an Office-Like Environment," *The Balance Sheet*, (Cincinnati: South-Western Publishing Company, 1970), Vol. IXL, (May, 1970), p. 396.

Pennsylvania Department of Education pays for the tuition, books, and consumable supplies.

OIC was born out of many needs and frustrations. In 1952, a Philadelphia committee, formed under the leadership of the Reverend Doctor Leon H. Sullivan, recognized inactivity among youngsters as a major cause of juvenile unrest. To counteract this problem, Reverend Sullivan began a Youth Community and Employment Services program to interview and place young people in jobs. Since many of those interviewed clearly lacked the skills necessary to meet the requirements of business and industry, in 1962 Reverend Sullivan and other Philadelphia ministers organized a program to educate the unemployed and underemployed on a massive scale never before attempted by a community group. During the summer and fall of 1963, craftsmen and technicians volunteered their services; unions, fraternal groups, civic and church groups, and individuals gave financial support; and industrial leaders donated $200,000 worth of equipment, furniture, teaching aids, and materials. On January 26, 1964, the Opportunities Industrialization Center, Inc. was formally dedicated. Today there are more than 90 centers in the United States.

Essentially, the OIC is a community action training program conceived and developed to give every man and woman a chance to help himself. The OIC motto is "We help ourselves." The OIC philosophy holds that before a skilled workman can be produced, a good man must be produced. The student must believe in his own worth and must view his future with reasonable optimism and social awareness. The following are a few of the OIC articles of faith and action:

1. OIC believes in man, his unlimited possibilities for good; his improvability; his right to a good life regardless of his color, creed, family, background, or any circumstance or misfortune of life.
2. OIC holds that man in his infinite variety should be treated with respect—his dignity is not to be violated because of his appearance, personal history, or present condition.
3. OIC insists that its trainees should be treated as the adults they are; that everyone can learn, though at different speeds and under differing conditions; that it is the obligation of OIC personnel to assist the learner in finding and adjusting to his most favorable learning environment.
4. OIC, it should be realized, is also the outgrowth of the Civil Rights Movement; that there probably would have been no OIC without this struggle for human dignity and equal opportunity. Thus, OIC is also viewed as a positive, constructive, and tangible phase of the Rights movement.
5. OIC considers itself part of the war on poverty and that its services are most available to the poor, the unemployed, the defeated, and the socially rejected; that to the extent that OIC establishes rapport with the victims of poverty and renders real assistance to them, to that extent does OIC accomplish its mission.

6. OIC realizes that men differ widely in their social and cultural traits and that no set of these characteristics can be adjudged inherently "superior" or "inferior."
7. And yet, the world of work does have rules and practices that must be understood by those who would succeed in this realm.

The Harrisburg, Pennsylvania, OIC is typical of the many centers across the nation. Classes are conducted from 9:00 a.m. to 3:50 p.m. and 7:00 p.m. to 10:00 p.m. each weekday. Included among the course offerings are 20-week courses titled clerk-typist, clerk-stenographer, and business education cluster. The latter includes instruction in business English, business mathematics, filing, basic record keeping, office machines, receptionist skills, typewriting, grooming, job responsibilities, consumer education, minority history, and pre-employment testing. Most OIC instructors are competent practitioners of a skill or trade—not certificated teachers. As in the case of all Centers that receive federal funds, the Harrisburg OIC has an agreement with the federal government to educate and place a specified minimum number of students annually. The Harrisburg OIC features a job development service, which includes placement and personal follow-up service. Also featured is a prevocational ("Feeder") program for individuals who need basic education prior to enrolling in a vocational education course.

The Philadelphia OIC features more specialized business education courses such as keypunch (25 weeks), merchandising and marketing (12 weeks), office machine practice (25 weeks), and teletype (12 weeks).

## Business Courses To Meet Varied Vocational Needs

The Montgomery County public schools in Maryland offer a wide selection of courses in the public evening schools for persons 16 years of age or over who are not enrolled in a day school program. Evening classes meet from 7:30 to 9:30 p.m. The following is a list of the vocational business education courses, including a part of each course description which appeared in the printed publicity distributed by the Montgomery County public schools.

*Accounting.* (f, w, s)* Emphasis will be placd on simple and essential accounting for the small businessman, self-employed persons, and individuals requiring a general knowledge of financial record keeping.

*Be a Reg. Rep.* (f, w, s) This course is designed to prepare the student for the National Association of Security Dealers Licensing Examination for the purpose of becoming a Registered Representative.

*Bookkeeping for Businessmen.* (f, w) A course for the small businessman and for individuals who desire to learn in a short time the "why" and "how" of bookkeeping practices and procedures. (30 hours)

*Business Writing I.* (f) How to write business reports and business letters. (20 hours)

*Business Writing II.* (w) How to write business reports and business letters. (20 hours)

*f, fall; w, winter; s, spring

*Introduction to Data Processing.* (f, w) An introductory course for people with no previous experience in data processing. (30 hours)

*Principles of Programming—COBOL.* (f, w) An introduction to the programming of digital computers. (30 hours)

*Principles of Programming—FORTRAN.* (f, w) An introduction to the programming of digital computers. (30 hours)

*Introduction to Systems Design and Analysis for Supervisors.* (f, w) A course which will include systems study—background analysis, functional analysis, systems design-systems flow, data collection techniques, forms design, and layout. Concepts of third generation computers, multiprogramming, telecommunications concepts, management information system, and methods and procedure analysis. (30 hours)

*Interpersonal Relationship for Supervisor.* (f) This course will explore the interpersonal aspects of managing personnel and an understanding of verbal and nonverbal communications within a functioning group.

*Technical Writing Made Readable.* (f) Learn the simple writing techniques used to present complex technical material to busy or hard-to-convince audiences.

*Shorthand I.* (f, w, s) This course includes the fundamental principles of shorthand and is designed to develop student competence in taking dictation at varying rates of speed and transcribing the material with accuracy.

*Shorthand II.* (f, w, s) This is a refresher course for adults who know shorthand and wish to improve their skills. The course will consist of transcription, theory review, and dictation from 60-120 words per minute.

*Stenoscript ABC Shorthand.* (f, w, s) This course is completed in one semester. The first half of the course covers theory, basic rules, high-frequency words and letter groups, prefixes and suffixes. The entire last half of the course is devoted to dictation and transcription.

*High Speed Shorthand.* (f, w, s) This course is designed for the individual who wishes to build his shorthand speed. The shorthand system is optional, as long as the student has a thorough knowledge of the system he writes.

*Typing I.* (f, w, s) This course is designed to help students develop basic skills in typewriting and to obtain an acceptable performance level in production of typewritten material.

*Typing II.* (f, w, s) The course is planned to help students further develop typing skills and to apply them with a high degree of vocational competency.

The following courses are being offered by Montgomery County's Department of Adult Education in cooperation with the United States Small business Administration. They are planned specifically for the small businessman and his employees:

Interpersonal Relationships for Supervisors (f)
Advertising for Small Businesses (f)
Parliamentary Procedures for Businessmen (f, w)
Higher Points of Order (advanced parliamentary procedures) (w)

Introduction to Systems Design and Analysis for Supervisors (f, w)
Group Dynamics (w)
Graphic Arts—When Buying Printing, How to Get the Most for Your Money (w)

In Florida, the Dade County Public Schools offer a varied selection of vocational business courses for adults, including sequences through which adults may achieve high levels of business skills. Three-course sequences are offered in symbol shorthand/transcription and machine shorthand. Instruction in typewriting, bookkeeping, and office machines is presented in two-course sequences. The following are some of the course descriptions included under the category of office occupations.

*Shorthand I.* Beginning shorthand includes instruction in symbol shorthand fundamentals, the reading of shorthand material, and the writing of shorthand outlines and letters from slow dictation as well as copying from a shorthand textbook. Later, the student is taught to transcribe his notes on the typewriter. (96 hours)

*Shorthand and Transcription II.* This course is designed primarily for the student who has completed Shorthand I or for those students who wish to take a dictation refresher course at fast speeds. The dictation covers many occupations to help the student acquire a balanced vocabulary for use in the business world. Emphasis is on mailable transcripts of dictated material, and transcribed letters are studied for grammar, punctuation, and spelling. Prerequisite: Shorthand I. (96 hours)

*Shorthand and Transcription III.* This rapid dictation class, 80-140 words a minute, is intended for writers of any system of shorthand. Transcription of shorthand notes is made on electric typewriters, and an effort is made to produce mailable letters in a minimum length of time. Prerequisite: Typing and shorthand skills. (96 hours)

*Stenograph Machine Shorthand I.* This course is designed to develop a salable skill in machine shorthand. The student should be able to take dictation and transcribe accurately material dictated at speeds from 60 to 80 words a minute at the completion of the course. Prerequisite: Basic knowledge of the typewriter. (120 hours)

*Stenograph Machine Shorthand II.* At the conclusion of this course, the student's new matter speed will range from 120 to 140 words per minute, depending upon the adequacy and effectiveness of his preparation. Prerequisite: Stenograph Machine Shorthand I. (120 hours)

*Stenograph Machine Shorthand III.* At the conclusion of this course, the student should be able to take new material from 150 to 175 words per minute and facility and repertoire matter from 160 to 210 words per minute, depending upon the adequacy and effectiveness of his preparation. Prerequisite: Stenograph Machine Shorthand II. (120 hours)

*Typewriting I.* The purpose of this course is to teach the basic skills in the use and control of the typewriter. With a thorough knowledge of both the keyboard and typewriter parts, the student progresses at his individual rate toward efficiency, accuracy, and speed in typing. (96 hours)

*Typewriting II.* This course is offered for those students who have completed the requirements for Typewriting I and who wish to build their

typewriting achievements into employable and competitive skills. Emphasis is placed on practical business problems which familiarize the student with techniques of the business world. Prerequisite: Typewriting I. (96 hours)

*Bookkeeping I.* This course consists of basic commercial bookkeeping theory and practice in the use and relationship of debits and credits, journals and ledgers, financial statements, payroll and payroll taxes, and reconciliation of bank statements. It also includes an introduction to data processing. This course is a prerequisite to Office Machines II. Prerequisite: Reading and mathematics comprehension of 9.0 grade level. (96 hours)

*Bookkeeping II.* A thorough review of the basic course is provided followed by instruction in partnerships and corporations, voucher systems, special journals, accurals, prepaid expenses and deferred income, allowances for bad debts, depreciation and depletion, problems in purchases and sales, and analysis and interpretation of financial statements and reports. Cost and manufacturing accounting systems are included as well as practical application problems in three practice sets. Prerequisite: Bookkeeping I. (120 hours)

*Office Machines I.* This course includes instruction of the ten-key adding and listing machine, full keyboard machine, key-driven calculator, rotary calculator, and printing calculator. Mathematical operations encountered include: discounts, chain discounts, percentages, decimal equivalents of common fractions, and the use of reciprocals. (96 hours)

*Office Machines II.* This is an advanced office machines course. Students completing this course should have developed employable skills in the use of various bookkeeping machines, accounting machines with single and double registers, and typewriter keyboards. Posting media for accounts receivable and payable, payroll posting, and bank posting are used. Prerequisite: Office Machines I. (96 hours)

*Secretarial Practice, Legal.* This course involves a study of the law office secretary's duties, which include the preparation of legal instruments, filing, office procedure, and bookkeeping. Subject matter includes sufficient law to make the secretary's duties understandable and interesting, the study of pleadings from inception through appeal, real estate transactions, contracts, closing statements, Florida courts, corporation, and probate proceedings. Prerequisite: Typing and shorthand skills. (120 hours)

*Secretarial Practice, Medical.* This course is designed to prepare adult business students to work in medical offices. The course includes basic medical vocabulary, medical records, and clerical office procedures. Prerequisite: Typewriting and shorthand or ability to use a transcribing machine. (96 hours)

*Receptionist PBX Switchboard.* This course is designed to help the adult student develop basic skills in typewriting, filing, and commercial PBX. (160 hours)

*Filing.* This course covers the four basic systems of filing: alphabetic, numeric, subject, and geographic. The student is given extensive practice in the actual filing of cards and miniature letters by the different systems. Considerable emphasis is given to a complete understanding of filing rules. (40 hours)

*IBM Card Punching.* This course prepares the trainee as a card punch machine operator. The student learns all phases of the mechanical operation of the key punch machine including preparation of program cards. Prerequisite: 30 words-per-minute minimum typing speed and passing an aptitude test. (40 hours)

*IBM Punched-Card Machines.* This course is designed to train the student in the operation of basic unit record equipment. Instruction is given on the card punch machine, card verifier, sorter, interpreter, reproducing punch, and accounting machine. The student is given sufficient instruction and practice so that he will be qualified to operate these machines. Instruction is also given in control panel wiring on the interpreter, reproducing punch, and accounting machines. Prerequisite: 30 words-per-minute minimum typing speed and passing an IBM aptitude test. (100 hours)

*Law, Business Contracting Principles and Practices.* This course is intended for those engaged in the contracting business and their key personnel. Instruction consists of three units that cover property rights, including ownership and transfer, contracts, and business accounts. (48 hours)

*Office Practice.* This course deals with certain skills and techniques used in present-day business offices. Instruction is provided in the duplicating processes, dictating and transcribing devices, addressing equipment, punched tape systems machine, and office routines such as preparing correspondence for mailing. Prerequisite: Typing speed of 35 words-per-minute for 5 minutes. (96 hours)

*Payroll Procedures and Payroll Taxes.* This course is designed to prepare the student to hold a job as a payroll clerk or a timekeeper, to provide an introduction to all payroll record systems for secretaries and bookkeepers, and to provide the businessman with a better understanding of the required procedures and legal aspects involved. (96 hours)

The Albuquerque Technical-Vocational Institute in Albuquerque, New Mexico, offers many vocational business courses for adults. Included among the several courses offered are the following:

*Secretarial Accounting.* This course is designed to introduce the secretarial and clerical adult student to the basic accounting functions. It incorporates the complete bookkeeping cycle, including the preparation of the balance sheet, income statement, trial balance, worksheet, and subsidiary ledgers. Emphasis is placed on the principles of journalizing and posting to the general ledger and posting from the combined cash journal. Payroll activities also are covered. (75 hours)

*Cashiering.* This course is designed to instruct adults in the efficient use of the cash register through application of a touch system based on a set of home keys. In addition, a thorough review of basic math relating to merchandising is provided. (75 hours)

### Vocational Business Supplementary Programs

*Curricula and courses to refresh or update.* Many adult education programs include courses designed to refresh vocational skills which have deteriorated through disuse and to update business employees concerning the latest equipment and techniques.

The Montgomery County public schools in Maryland list the following business courses with the previously listed objectives;

*Business English Usage*. This course is designed for secretaries, stenographers, and others who prepare correspondence. (30 hours)

*Effective Supervision*. This course is designed to give current and prospective first-line supervisors an opportunity to explore everyday problems in supervision. (20 hours)

The following course is offered in Florida's Dade County Public Schools:

*Business Mathematics*. This course includes a thorough review of the basic mathematics fundamentals including fractions, decimals, and percentages. It provides an introduction to, and an intensive study of, problems peculiar to business transactions and operations. Prerequisite: Mathematics comprehension of 9.0 grade level. (96 hours)

A refresher course in shorthand is one of the most popular adult education courses offered in public evening schools. The following course offered in the Needham, Massachusetts, Adult Education Program is typical:

*Shorthand Review*. A course designed for those who wish to review their skills. Emphasis will be placed on the individual developing the science of shorthand so that it can be taken with confidence, accuracy, and speed. (20 hours)

*Curricula and courses to upgrade*. A high school diploma or its equivalent continues to be a prerequisite for most positions in business. Therefore, many adults who lack a diploma and knowledge and skills to perform business tasks seek opportunities to acquire both.

Boston, Massachusetts, has been providing education for adults since 1868. In the field of adult education, Boston is perhaps best noted for the Boston Central Adult High School. This program offers two 16-unit curricula leading to a diploma comparable to that earned in accredited day high schools. This is a specialized school for persons over 16 years of age who are not enrolled in a day high school.

The following is the diploma curriculum which features business education subjects. The required subjects are designated with (R).

*First Year*

English I (R)
Business Mathematics (R)
Language I (R)
World History

*Second Year*

English II (R)
Physical Science (R)
United States History (R)
Language II (R)

*Third Year*

English III (R)
Shorthand I or Bookkeeping I

Merchandising I
Civil Service

*Fourth Year*

English IV (R)
Shorthand II or Bookkeeping II
Economics
Merchandising II

Each of the above subjects carries one high school unit credit for work which covers 1½ hours per session for 2 sessions each week for 15 weeks—a total of 45 hours. Additional standard high school subjects may be offered. Typewriting carries ½ high school unit credit for the same class time.

Adults studying to earn a high school diploma at the Bok Standard Evening High Scool in Philadelphia, Pennsylvania, have access to six business education laboratories that are among the best equipped in the United States. The equipment included in these laboratories is listed subsequently.

The first room is equipped with 17 assorted electric and electronic calculators, 3 electric adding-lising machines, and 5 electric comptometers. This laboratory is used for the office machines and office practice courses.

The second laboratory has the following assortment of filing equipment: an automated vertical storage unit, an automated card file, an automated visible file, a microfilm jacket reader, a rotary linedex file with 100 frames, a ledger tray with guides and 4 vertical multi-sorters. The office machines and office practice courses utilize this laboratory, also.

The key punch course is taught in the third laboratory which includes 19 printing key punch machines and 3 verifiers.

The fourth classroom laboratory houses 20 transcribing machines and 20 electric typewriters. This room is used to teach office practice and Typing II and machine transcription to adults.

The fifth room has 7 alpha-numeric accounting machines—1 with billing capacity, 25 universal type pegboards, 20 ten-key adding-listing machines, and 7 posting trays and stands. Bookkeeping I and II and Clerical Practice I and II are taught in this facility.

The sixth classroom laboratory includes a variety of 12 specialized typewriter keyboard machines, 12 electric typewriters, and 13 electric pacers. This laboratory is used to teach Typing III and office practice.

One of the criteria of an exemplary vocational education program is the inclusion of equipment similar to that used in the employment area. The adult learners enrolled in the business courses at Bok Standard Evening High School have the opportunity to learn to operate a wide variety of modern office equipment.

Some adult business courses are planned and conducted to prepare the adult learners to pass certain well-known examinations, thereby facilitating entry into a highly specialized business occupation or advancement to a higher level of work within their present occupations.

In the public evening schools of Tucson, Arizona, the following course is offered.

*Professional Office Skills*. This course is designed especially for educational secretaries working on their Professional Standards Certificate issued

through the National Association of Educational Secretaries. Areas of study include psychology and personality development, supervision, business English, and records management. (120 hours)

Included among the course offerings of the public evening schools of Boston, Massachusetts, is the following course, which has become commonplace in most large cities.

*Civil Service*. This is a capstone course in civil service preparation for adults who are interested in securing a position in a government office. Included is an intensive review of arithmetic, business management, grammar, capitalization, punctuation, vocabulary, and spelling. (75 hours)

The Montgomery County, Maryland, public evening schools offer the following:

*Be a Reg. Rep.* This course is designed to prepare the student for the National Association of Security Dealers Licensing Examination for the purpose of becoming a Registered Representative.

The following course appears in a brochure published by the Department of Adult Education in Detroit, Michigan:

*Real Estate (Primer)*. Real estate license laws are studied and discussed. Knowledge gained should help the student pass the license test of the Michigan Corporation Commission.

In Florida, the Dade County Public Schools offer:

*Secretarial Practice, Advanced*. This course prepares the secretary for certain parts of the Certified Professional Secretary examination by providing intensive training in accounting, economics, business law, business letter writing, business organization and management, and human relations. Prerequisite: Broad background in business education courses. (96 hours)

### Personal-Use Courses

Many public evening schools feature courses which adults take primarily for self-improvement. The following adult education courses offered by the Columbus, Ohio, public schools are typical.

*Personal Typing, Beginning*. Fundamentals of the touch system are taught in this course. The main objective is to acquire sufficient speed and accuracy to make typewriting useful in preparing materials for personal requirements. (20 hours)

*Personal Typing, Advanced*. This course is for those who have mastered the keyboard and wish to increase their speed and accuracy. (20 hours)

*Investments*. This course is designed to acquaint the layman with the theories and types of investments. It includes the study of insurance, stocks, and annuities (20 hours)

*Record Keeping*. This course includes a basic study of the general methods of record keeping for both home and office. (20 hours)

Included among the course offerings of the Department of Adult Education in Detroit, Michigan, are the following:

*Income Tax Information*. This course includes the basic fundamentals of city, state, and federal income tax law. It is prepared for the layman with practical applications and examples and is intended primarily to familiarize the student with the individual tax return.

*Layman's Law.* The information in this course is about everyday problems related to law, focusing on co-signing, renting, contract purchases, and interest rates. Also discussed are the various city agencies which will assist the public without charge.

During the fall of 1971 the Needham, Massachusetts, public schools offered the following course for adults:

*How To Buy a Home.* A course for those who want to know more about buying a home. Instruction and discussion range from the price one can afford to the actual transfer of legal papers. Other topics included are value, construction, taxes, legal aspects, and professional appraisal. (20 hours)

### Innovative Approaches

In recent years, South Carolina has made significant progress toward promoting educational programs that meet the needs of adults. A reported 800 percent increase in adult education enrollments between 1966 and 1970 bears testimony to the success of the effort described subsequently.

In 1970, there were 25 state continuing education centers in South Carolina. These are special schools in which much could be considered innovative. First, individualized instruction is emphasized; this includes the use of programmed materials. Some centers have study carrels where a maximum of 60 adult learners can listen to records or watch filmstrips without distrubing each other. Second, some centers are open only in the mornings to serve employees on the swing shift and mothers with children in school. Since most adult learners work during the day, some centers are open in the evening. A few are open both mornings and evenings to make the educational programs convenient for adult learners with varied work schedules. Third, most adults work and have families, so it is difficult for them to come to school each day. Adult learners are permitted to enter and leave the centers when they want; however, they are encouraged to attend regularly to maintain continuity. Fourth, the learning process is a continuous teach-and-evaluate approach which permits the adult learner to know what progress he is making. However, there are no grades, no report cards, and no competition among adult learners. During 1970, approximately 5,000 adults attended the state continuing education centers.[3]

The TV High School is a series of 48 thirty-minute lessons telecast on ETV circuits three times a week. They may be seen on closed circuit television in selected schools or over open circuit channels in the home. Adults taking this series may buy a kit of books and lesson guides designed specifically for this program. After completing the telecast series, adults may take the General Education Development examination, and those who pass receive a high school equivalency certificate.[4] During the 1969-70 school year, 93 adults completed their high school education through the TV High School series on the statewide ETV network.[5]

[3]Nancy Hammett, "The Spice of Life-Long Learning," *South Carolina Schools*, Summer, 1970, pp. 6 and 7.

[4]Anonymous, "Target: 45,000 Adults," *South Carolina Schools*, Fall, 1969, p. 8.

[5]Anonymous, "Adult Classes Spread Their Wings," *South Carolina Schools*, Fall, 1970, p. 8.

In recognition of the need for properly educated leaders to plan, organize, and administer adult education programs of the type described previously, the University of South Carolina now offers a Master's degree with emphasis on adult education.[6]

The Whittier Union High School District of Santa Fe Springs, California, opens its Business Skill Center to adults each weekday in the daytime and on some weekdays during the evening.

An individualized program of instruction in office skills is offered at the center. The units of instruction are correlated to meet the needs of the individual. Although classes are designed for three-hour blocks twice-a-week on a flexible basis, enrollments are accepted at any time that space is available. Although adult learners progress at their own rate, acceleration of skill achievement is encouraged Adults may enroll for 3 to 27 hours per week, which enables them to get maximum results in a minimum of time. Certificates are issued for proficiency in each subject area. The emphasis in the Business Skill Center is on individualized attention and specialization by the adult learner. Job placement counseling is available to those who are interested.

Courses available through the Business Skill Center include: bookkeeping, office machines, office practice, P.B.X. operation, medical receptionist, typewriting, shorthand, ABC Stenoscript, personal improvement, and dictation and transcription.

### Adult Business Education Courses in Post-Secondary Institutions

Many post-secondary institutions provide business education courses through which adults may continue their education on a part-time basis.

The North Seattle Community College of Seattle, Washington, is typical of the numerous community and junior colleges that offer non-credit occupational extension courses in purchasing, transportation, supervision and management, real estate, insurance, law, marketing, and finance.

Many four-year colleges offer continuing education courses for high school graduates or those who have achieved equivalency status. These courses often carry college credit; however, the credit may not be applied toward a degree. During the fall of 1971, courses such as business law, personnel management, and principles of economics were offered at Bloomsburg State College, Bloomsburg, Pennsylvania. A special interest (non-credit) course in income tax preparation was conducted, also.

The Conferences and Institutes Division of the University of Maryland conducts a wide variety of non-credit conferences, institutes, seminars, and multiple session evening courses for adults. Within this division, the Office of Executive Programs has responsibility for planning and implementing programs for executives, administrators, managers, and supervisors. The primary objectives are to find solutions to the problems inherent in the management of complex governmental, business, and industrial organizations and to improve managerial skills at all levels. To assist administrators and supervisors in meeting these objectives, the following non-credit courses are offered: leadership and human relations, building effective communication,

[6] *Ibid.*, p. 9.

coaching and developing subordinates, making the most of meetings, advanced administration, planning and preparation for retirement, personnel aspects os supervision, supervisory cost management, developing creative-inventive ability, basic economics, and managerial economics.

To take full advantage of this program, Buskey recommends that organizations adopt the following comprehensive plan for continuing education:[7]

1. The decision to train employees should be made at the top levels of organization. Such a commitment should be communicated clearly within the organization.
2. Planning of specific activities should involve people at all appropriate levels of the organization.
3. Any survey of personal and organizational needs should be based on real problems and issues, not solely on what the chief executive "thinks" they are.
4. People who are to receive training should be involved in the survey and should be permitted to provide information about their needs, desires, aspirations, and functions within the organization.
5. Training should begin at the top of the organization, with top echelon personnel undergoing the first training programs. Succeeding programs will involve lower level personnel.
6. To accomplish real organizational improvement the majority of key people in the organization should acquire the same skills, knowledge, and competencies, preferably in the same or a very similar seminar experience, thereby reinforcing on-the-job application.
7. A comprehensive continuing education plan should be developed which permits continual updating of personnel, and also permits new employees to acquire the skills and abilities required for effective functioning in the organization.

The effect of following these guidelines is to create an organizational climate in which administrative and supervisory employees expect to continue their education.

[7]John H. Buskey, "Educational Opportunities for the Manager," *National Capital Area Realtor*, August, 1970, pp. 23-24.

## CHAPTER IV. PLANNING AND PROMOTING AN ADULT BUSINESS EDUCATION PROGRAM

The success of an adult business education program is largely dependent upon the study of the employment area, the program planning, and the promotion that precede the program's introduction. The business education advisory committee composed of executive and nonexecutive office personnel, and a nucleus of business firms can be helpful in rendering assistance with these activities.

### Know Your Community

If a program which will assist adults to function effectively as consumers, workers, and citizens is to be organized and administered effectively, a knowledge of the community is essential. An effective adult business education program may be developed subsequent to gathering information concerning the following:

1. socioeconomic levels of the population,
2. stability of the population,
3. employment trends,
4. rate of unemployment,
5. major employers,
6. types of businesses,
7. number and type of job openings, and
8. interest in enrolling in an adult vocational business program.

This information may be acquired by analyzing official statistical reports of business and government, by surveying local employers, by interviewing knowledgeable individuals, and by consulting with the business education advisory committee.

### Ascertain Other Sources of Adult Education

The need for an adult business education program is not clearly established until other sources of adult education have been identified. A partial list of sources to be investigated is:

1. other school systems,
2. colleges and universities,
3. private business schools,
4. retail merchant associations,
5. chambers of commerce,
6. local employment offices of the Bureau of Employment Security for information concerning Manpower Development Training (MDT) programs,
7. professional trade organizations such as the American Bankers' Association,
8. government agencies such as the Office of Economic Opportunity (OEO),

9. real estate boards,
10. the local Opportunities Industrialization Center (OIC),
11. military bases, and
12. in-service training programs of government and business.

As additional sources of adult education are ascertained, several questions need answering. What are the objectives of each program? What is the program content? How often and for how many hours does each class meet? Where is the program conducted? How many adults currently are enrolled in the program? From what sub-populations do the enrollees come? Has this program been accepted by the community? Will this program be repeated in the near future?

### Undertake a Rational Approach to Program Planning

When the need for an adult business education program definitely has been established and a decision is made to plan an adult curriculum, an approach similar to the following should be adopted:

1. Seek the advice and support of the business education advisory committee.
2. Obtain the preliminary approval of the board of education.
3. Depending on the scope of the program, appoint a director of adult education.
4. Analyze the jobs, operations, and steps performed within the occupations for which adults are being educated.
5. Establish behavioral objectives for the program.
6. Develop working principles and procedures, including administrative records and reports, for planning and guiding adult learning. (See Appendix C)
7. Determine the general design, scope, and sequence of the proposed program, including the possibility of guidance and placement services and cooperative work experience.
8. Plan the subjects—behavioral objectives, title, length, content, project activities, and evaluation procedures.
9. Discover and select resource materials for instruction—text, supplies and equipment, supplementary material, and audiovisual aids.
10. Determine the qualifications of the guidance counselors, teachers, paraprofessionals, and supervisors.
11. Develop a list of businessmen who agree to serve as speakers or consultants.
12. Establish the physical location of the program.
13. Estimate the cost, including staff salaries, and determine how monies can be secured.
14. Plan an evaluation procedure for the total program, including consultation with the business education advisory committee and employers, follow-up studies of former students, anonymous student opinionnaires, and analysis of the data on the public evening school's student records.
15. Obtain the final approval of the board of education.

## Promote the Program

The success of a public evening school program is often measured by, and dependent upon, public opinion. Since the adult business education program serves a relatively unorganized and heterogeneous segment of the public that participates voluntarily, good public relations is especially important for its continued success.

Local school administrators should recognize that an adult business education program provides opportunity to serve the adults of the community directly. This service, properly promoted and administered, could have a positive impact on elementary and secondary school programs. Suggestions for promoting the adult business education program are discussed briefly in the following paragraphs.

*Use of printed advertisements.* A leaflet, folder, or booklet describing the adult business education program in pictorial and narrative form could be published and disseminated annually prior to registration for the program. The leaflets or folders could be mailed to adults within the community. The booklets could be given to elementary school children, preferably second and third graders, to be carried home to parents if the cost of direct mailing is regarded as prohibitive. A supply of these should be available for use as handouts at service organization meetings or conferences of professional associations. Bus cards and posters could be printed and displayed on buses and in prominent, widely dispersed locations throughout the community; outdoor advertising deserves serious consideration.

With all printed materials, effective use of color, line, and design should be a goal; however, a few words of caution are in order. First, positive action is not likely to occur unless the promotional material attracts the attention and arouses the interest of the prospect in a tasteful manner. Much imagination and creativity are required. Second, the medium should be matched with the goal to be accomplished. Do not attempt to squeeze onto a leaflet a volume of information for which a booklet would be appropriate. Third, all educational jargon should be avoided; terminology that is understood by the layman should be used.

*Use of radio and television.* Radio and television spot announcements could be planned for the days immediately preceding the adult education registration period. Local radio and television stations make a limited amount of free spot time available as a public service to nonprofit organizations such as schools. When spot time must be purchased, it is usually sold in units of 10, 20, 30, or 60 seconds.

The prime time on radio (for which a premium price may be charged) is approximately 6:00 to 10:00 a.m. and 4:00 to 7:00 p.m., when people are driving to and from work. Other desirable time spots are those next to news and time signals, weather reports, sports reviews, and market reports.

Most television stations have four or five time classifications ranging from Class AA, the choicest and most costly, in descending order to Class D as follows:[1]

[1]Otto Kleppner, *Advertising Procedures* (5th ed.; Englewood Cliffs, NJ: Prentice-Hall, Inc., 1966), p. 230.

| | | |
|---|---|---|
| Class AA | — | 7:00 p.m. to 10:00 p.m. |
| Class A | — | 6:00 p.m. to 7:00 p.m. and 10:00 p.m. to 10:30 p.m. |
| Class B | — | 4:00 p.m. to 6:00 p.m. and 10:30 p.m. to 11:00 p.m. Monday through Friday |
| Class C | — | 9:00 a.m to 4:00 p.m. Monday through Friday |
| Class D | — | All other times |

In addition to spot announcements, arrangements could be made for the director of adult education or a teacher to be interviewed on the local radio and television stations concerning the adult business education program.

*Use of newspapers.* News releases with photographs could be prepared for area newspapers prior to, and during, the adult business education program. These should be written clearly and concisely giving all of the basic information (who, what, when, where, and why) in the first one or two paragraphs. Candid photographs of adults actively involved in an educational activity add much to the interest value of the news article. Also, the names of those adults who successfully complete a course should appear in the newspaper at the conclusion of the program.

A full magazine supplement in the local newspaper is an effective means of promoting the adult business education program. Schools sometimes sell advertising space to local businessmen from whom the school pruchased the supplies and equipment that are used in the adult business education program and illustrated in the many photographs that appear in the supplement.

*Miscellaneous promotional activities.* Talks describing the adult business education program could be given before meetings of local professional associations and service organizations. These groups include employers who may look increasingly to this program as a source of new employees or as a means of providing refresher, or upgrading, education to present employees.

All adults who successfully complete one of the business education programs should be issued a certificate of completion. These certificates often are prized highly by the holder. When they are displayed prominently in the recipient's office or home, they serve to promote the programs for which they were earned.

The director of adult education and the teachers should work cooperatively with the guidance counselors to familiarize secondary school pupils with the business education program available to them after they complete, or withdraw from, their high school program. Through time, this activity should create an adult population that is watching for, and receptive to, the adult education promotional efforts of the school.

*Selection of proper media.* As school administrators and business teachers consider which of the above media to use in specific instances, the following should serve as a helpful checklist.[2]

1. Does the medium reach the largest number of prospects at the lowest cost per prospect?

[2]A revision of material found in Harland E. Samson, *Advertising and Displaying Merchandise*, (Cincinnati, Ohio: South-Western Publishing Co., 1967), pp. 11 and 13.

2. Does the medium provide an opportunity for an adequate promotional message, or does it make possible only the briefest of copy?
3. Does the medium provide the opportunity to illustrate the educational program being promoted?
4. Does advertising in the medium present many difficult or time-consuming problems?
5. Does the medium promote the educational programs, or does it merely announce them?
6. What is the medium's flexibility? Can the copy message be changed easily?
7. Does the medium provide the opportunity to repeat the message?
8. Does the medium provide excitement for special promotions?
9. Is the medium socially acceptable?
10. Does the medium cover the entire community with minimum waste coverage?
11. Does the medium have any characteristics that might give the school a poor public relations image?
12. Is the total cost of advertising in the medium within the financial capacity of the school?

The following chart provides an additional aid to medium selection in the form of a brief listing of the advantages and disadvantages of the various media.

Throughout these activities, it should be understood that the best public relations is an adult vocational business program with the flexibility to satisfactorily meet the needs of its enrollees, and the best publicity is word-of-mouth testimony to that fact.

## COMPARISON OF PROMOTIONAL MEDIA

| | Advantages | Disadvantages |
|---|---|---|
| Newspaper | | |
| | Universal circulation | Some degree of waste circulation. |
| | The educational program can be illustrated. | Often poor reproduction of illustrations. |
| Radio | | |
| | Can stimulate excitement. | Waste circulation. |
| | Almost 100% home saturation. | No use of illustrations. |
| | Allows last-minute changes in messages. | No knowledge of audience reached by message. |
| | Personal approach through use of voice. | Poorly handled message may annoy listeners. |

## COMPARISON OF PROMOTIONAL MEDIA (Continued)

| | Advantages | Disadvantages |
|---|---|---|
| Television | Offers color in many areas.<br>Uses motion and sound to attract. | May be expensive.<br>Poorly handled message may annoy viewers.<br>Message may or may not reach prospects. |
| Direct Mail | Uses color.<br>Goes directly to prospect.<br>Uses long messages with many illustrations. | May have high waste factor.<br>Expensive for large mailings. |
| Outdoor Advertising | Impressive because of size.<br>Message repeated time after time.<br>Permanence gives feeling of stability. | Expensive.<br>No chance for detailed message. |
| Bus Cards | Low cost.<br>Offer color.<br>Well read; good repeat value | Relatively small numbers see the message. |
| Leaflets | Low cost.<br>Quick and easy to prepare. | Heavy waste.<br>Distribution is expensive and uncertain.<br>Some resentment because discarded leaflets clutter neighborhoods. |

## CHAPTER V. GUIDANCE SERVICES FOR ADULTS

### The Need for Adult Guidance Services

Comprehensive guidance services are seldom available to those interested in enrolling in an adult education program. This should change quickly.

Adults need guidance services as much as adolescents. They have varied ethnic backgrounds. Some come to the school with language difficulties. Others are finding it difficult to progress within the present-day social structure, and those with a rural background are experiencing difficulty adjusting to an urban society. In addition, many of these adults are high school dropouts and are concerned about possible academic problems.

This state of dread is often experienced by adults who are returning to an environment that was once the source of humiliation, frustration, and failure. The reasons for their dropping out have meaning for the adult education program, especially the guidance services. Perhaps they were required to learn in settings that had no relevance to their goals and were asked to perform tasks for which they had no interest or background information. They probably had no one to listen to their problems; or, if someone listened, it may not have been possible to help because the educational structure was too rigid to permit change.

The school should do everything possible to alleviate these feelings of academic anxiety and create an environment conducive to learning. A comprehensive guidance program can be instrumental in assuring that the unfortunate circumstances which may have confronted the adult in his high school program are not repeated in the adult education setting. Guidance services are essential for assisting adults to select and complete an appropriate educational program and to enter and progress in a chosen occupation.

### Vocational Guidance Services

Vocational guidance was born out of economic and social circumstances produced by the modern industrial revolution. It was promoted by institutions trying to achieve the democratic ideal of equality of opportunity. Almost from its beginning it was part of the public school programs and was influenced greatly by psychology. In jeopardy of being absorbed in the more general guidance movement, vocational guidance has experienced a revival through federal support and a realization of the importance of manpower development both to national security and prosperity and to social welfare.

Complete vocational guidance services should be available to adults, including testing and counseling services, educational and occupational information services, and placement and follow-up services.

Hoyt claims that schools are not equipped to provide guidance services of desired quality because:[1]

[1]Kenneth B. Hoyt, "Vocational Guidance for All—New Kinds of Personnel Needed," *American Vocational Journal*, May, 1970, p. 62.

1. guidance personnel in the typical school are not sufficiently numerous to do all that they are called upon to do.
2. the typical school counselor does not have sufficient background to do what the [Vocational Education] Amendments [of 1968] specify should be done.

He suggests that this problem can best be solved by establishing preservice and in-service counselor education programs to prepare guidance technicians such as an outreach specialist, a data gatherer, a test operator, and a follow-up man.

Some of the advantages of employing guidance technicians follow:[2]

It would provide a viable way of carrying out basically simple yet essential guidance procedures at a far lower cost than would be necessary if professionals were assigned to the task.

It would give some assurance that these tasks, so often left undone in today's schools, would in fact be carried out.

It would provide possibilities for many new positions that could be filled by disadvantaged youth.

It would be the beginning of a career ladder concept in guidance that would move up from technician to guidance teacher, and finally, to a specialist's position as vocational educator or guidance counselor.

Surely Hoyt's proposal deserves serious study by professors of vocational education and counselor education.

### Testing and Counseling Services

*Testing.* The counselee's educational and occupational decisions need to be made in accordance with his interests, aptitudes, and abilities which are revealed through a series of fact-finding interviews and tests.

Some of the measures that could be tested prior to the selection of an educational program include verbal reasoning, grammar, spacial relations, and mechanical reasoning.

Which intelligence, aptitude, and achievement tests are appropriate for adults? After a review of research, Larson concludes:[3]

1. The Weschler Adult Intelligence Scale and the verbal and nonverbal batteries of the California Test of Mental Maturity can be used to determine IQ levels.
2. The General Aptitude Test Battery used by the U.S. Employment Service and the numerical battery of the Differential Aptitude Test can be used for placement and to determine mathematics skills.
3. The Iowa and Gates Reading Tests appear to be reliable guides to reading achievement.

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[2]*Ibid.*, p. 65.

[3]Curtis G. Larson, "The Adult Learner—A Review of Recent Research," *American Vocational Journal*, September, 1970, pp. 67-68.

4. The Kuder Interest Inventory can be used as an occupational counseling tool.

. . . studies support the generalization that the adult's intelligence and his achievement are closely related and standardized tests can be used to determine adult achievements.

The Psychological Corporation, 304 E. 45th Street, New York, New York 10017, has developed standardized culture-relevant achievement tests for testing the disadvantaged. The FAS-verbal and the FAS-numerical tests attempt to uncover the information and skills that are relevant for predicting success in a vocational education program or during employment. The tests are administered by means of tape recordings in fairness to those with limited reading skills, to ensure accurate timing, and to eliminate the possibility of examiner bias. To minimize feelings of frustration, many easy questions are included in both the verbal and numerical tests.

*Counseling.* The keystone of a successful vocational guidance program for adults is excellent counseling service. The words of Smith put this thought in proper perspective.[4]

> The new educational and vocational press upon adults is not a gentle one. It falls like a blow of a sledgehammer upon some, becomes an exciting breath of life for others. . . . The adult needs one who understands and appreciates the troubled feelings of the frustrated adult. They need a counselor, a careful, trained, thoughtful counselor.

The U.S. Department of Labor has indicated that the average American worker, depending on his present age, can look forward to from two to five employment changes in his working life. These changes may include a minor shift to a similar position or entering an entirely new occupation. The difference is important to an adult with numerous responsibilities. The guidance counselor, with knowledge of occupations and their similarities as well as the counselee's abilities and aptitudes, is in a position to guide the adult learner toward a new occupational objective requiring the adjustment which is most feasible for him.

Classifications of adults who could benefit from vocational counseling are:

1. the employee with job-centered problems,
2. the underemployed and overemployed,
3. the chronic unemployed,
4. the victim of technological unemployment,
5. the adult who experiences late entry into the labor force,
6. the adult evidencing a peculiar career pattern,
7. the disabled employee, and
8. the retired or near retirement employee.

As he works with adults, the secondary school guidance counselor will want to make some minor revisions in his philosophy of counseling. The counselor must be prepared to approach adults with patience and empathy

[4]Edward D. Smith, Address given to the Mid-Winter Conference for Adult Education, Harrisburg, Pennsylvania, February 27-28, 1969.

for their problems. Because of the unique characteristics of adults, the vocational counselor must be more alert to the personal assets and liabilities of the counselees due to the difficulty of correcting errors in judgment. In the case of the older adult, youth and time are no longer a luxury to be wasted. Their vocational goals must be both immediate and attainable.

After the data from the fact-finding interviews have been compiled and the results of the standardized tests analyzed, the vocational counselor should be prepared to take the following steps to promote meaningful decision making by the counselee:[5]

1. Establish realistic client goals which, if attainable, will be satisfying in terms of his ego-envolvement and self-concept. (These will be necessarily tentative in nature because of the lack of information at this point.)
2. Determine the possible alternatives available to the client and the type of information needed.
3. Identify possible sources of information.
4. Explore the utility of each alternative based on available information.
5. Provide an opportunity for changing, modifying, or confirming the tentative goals.
6. Structure some form of experience for reality testing of the chosen alternative and assessing the probability of success in that option.
7. Make plans for implementation of the decision or recycle the process.

This outline, if properly implemented, should lead to effective vocational counseling.

## Educational and Occupational Information Services

Contemporary culture tends to deprive adults of relevant prevocational experiences. The movement of families from the city to the suburbs results in the isolation of the middle class from many types of work, and ghetto life has veiled occupational opportunities for the lower socioeconomic classes. Many new jobs developed by advancing technology are not readily visible. Technical advances have made the physical components in many occupations less important than the mental and less easily observed factors. The growing educational requirements for many kinds of employment also have presented an obstacle to adults who wish to explore occupations. Due to these cultural factors, vocational counselors face the challenge of helping adults develop vocational or educational goals when their knowledge and experiences have been too limited and confined to provide a basis for evaluating the choices. Subsequent paragraphs describe how this challenge may be met.

In addition to being familiar with the objectives, principles, and problems of each adult vocational business program offered, the vocational coun-

[5] *Ibid.*

selor needs to have some basic knowledge of the business fields for which education is provided. This knowledge should include the following:

1. nature of the work,
2. qualifications,
3. employment prospects and career opportunities,
4. salary and fringe benefits,
5. working conditions,
6. related occupations,
7. opportunities for additional education,
8. location of educational programs, and
9. procedure for assisting adults to get needed education.

The vocational counselor obviously cannot be expected to single-handedly administer a program of information dissemination to adults.

> To be effective, a curriculum committed to vocational development must involve teachers at all educational levels, and through counseling and small-group work, guidance counselors must reinforce and complement teacher efforts.[6]

A good starting point for planning the inclusion of educational and occupational information in the curriculum is taking an inventory of content within existing adult business education subjects to determine where appropriate career exploration and development content can be introduced.

The vocational counselor can assist the adult vocational business teachers in presenting occupational information to adult learners by:

1. keeping a current listing of good films, filmstrips, and slides about employment opportunities and vocational planning and making it available to teachers.
2. making available a current list of individuals who are associated with schools, businesses, industry, community organizations, and government projects and are willing to serve as consultants and speakers to classes.
3. arranging for class visits to job fairs, exhibits, and places of employment.
4. posting television and radio (time and station) broadcasts and newspaper clippings concerning employment opportunities.
5. acquiring impressive posters for teachers to post on bulletin boards.
6. making available samples of job application forms, letters of application, and resumes.
7. maintaining up-to-date occupations files for use by teachers and adult learners.
8. arranging to have former students from various employment levels talk to adult vocational business classes.

Some school districts have organized career resource centers to which vocational teachers and counselors may send adult learners to acquire

[6]Edward C. Roeber, "The School Curriculum and Vocational Development," *Vocational Guidance Quarterly*, Winter, 1965-66, pp. 87-91.

occupational information through the above media. This information is a necessary prelude to the selection of an appropriate educational program.

### Placement and Follow-Up Services

Placement and follow-up services overlap and often are administered by the same school personnel.

*Placement Services.* When well-organized placement services are efficiently administered, all who are concerned benefit. The adult learner benefits by securing employment leads; the employer has a source of properly educated office workers available to him to replace personnel who are leaving or to fill new positions; and the adult vocational business program is in a better position to be evaluated and revised based on information acquired from conducting placement services.

Placement services involve more than finding employment for the adult learner; they include the securing of a satisfactory relationship between the employer and the employee. Therefore, placement is a function requiring the services of a specially educated person—an adult placement counselor—whose experience and background may be brought into focus to assist the prospective employee. Some schools have found that this can be done best through a cooperative work experience program for adults.

The following is a suggested listing of the basic functions of an adult placement counselor:[7]

1. Recording essential information concerning the student on an application form, to be used in the placement office.
2. Arranging for interviews between the student and the placement counselor. The counselor will have studied all available data on the student before the actual interview.
3. Classifying students according to abilities and types of occupations on the basis of cumulative records.
4. Handling employers' calls for prospective (part- or full-time) employees.
5. Selecting student applicants carefully after a study of the job requirements has been made.
6. Supplying the student with essential credentials and information for carrying on his interview with the prospective employer.
7. Following up the prospective student employee or graduate as a means of studying results of his interview, or subsequent on-the-job adjustment.
8. Publicizing the service among students, former graduates, and nearby business organizations.
9. Seeking to establish a close working relationship with likely employers in the school community.

[7]J. Frank Dame and Albert R. Brinkman, *Guidance in Business Education* (3d ed.; Cincinnati: South-Western Publishing Co., 1961), p. 182.

10. Checking the reputations of employers and their work practices.

An outstanding adult placement counselor performing the above functions can bring about very positive public relations between the school, the former adult vocational business student, and the business community.

Permanent records, which include the results of standardized tests, evaluation reports, and a listing of subjects, grades, and attendance, should be maintained in anticipation of the many inquiries by employers regarding adults who were enrolled in one of the vocational business curricula. To protect the adult learner's right to privacy, the school administrators should establish policies for the release of appropriate student information for placement purposes.

*Follow-up Services.* After an adult learner has an employment interview, the adult placement counselor should make inquiry to see if the interviewee was hired. If he was not hired, the reasons should be determined so that remedial instruction can be administered to him and so that future applicants can be better prepared.

Most office employees who lose their jobs have been discharged because they have personality or character defects, because they are not able to follow directions, or because they are not compatible with other employees. In many of these cases, timely counseling can lead to satisfactory adjustment and job security; therefore, the school should make an early effort to follow up the adult to gain an understanding of his adaptation to his employment and to inform him that the school's counseling services are still available to him.

A more extensive follow-up study is desirable between one and five years after the adult leaves or is graduated from a vocational business curriculum. This study should attempt to gather from former students information regarding adjustment problems, duties and responsibilities, performance standards, type of equipment being used, and suggestions for improvement of the adult business education program. Difficulties in making the job adjustment, as revealed by the follow-up study, should be used as the basis for guidance of those adults currently enrolled in a vocational business curriculum. Furthermore, the follow-up study may yield findings that indicate the need for curriculum revision. At the same time, results of such a study will help keep adult vocational business teachers aware of the current conditions and the requirements of employers.

## Summary

Vocational guidance services should be developmental in nature with the primary objective of enhancing the adult's ability for self-direction. Guidance personnel should assist the counselee in the process of self-appraisal; surround him with information on educational and occupational opportunities in accordance with his interests, aptitudes, and abilities; encourage him to select the educational program that best meets his needs; and assist him in finding and adjusting to a position in his chosen occupation.

## CHAPTER VI. TEACHING METHODOLOGY AND INSTRUCTIONAL MATERIALS FOR THE ADULT LEARNER

### Teaching Methodology and the Characteristics of the Adult Learner

Many teachers who become active in adult business education were educated to teach in secondary schools. Furthermore, their teaching experience has been in secondary schools instructing adolescent learners. As a teacher prepares to meet his first class of adults, he should attempt to distinguish how the characteristics, interests, and attitudes of the adults in the community differ from those of their sons and daughters in the secondary school. Zahn highlights these differences by stating:[1]

> Adults are not merely tall children. They differ from the young in many ways that influence their learning. They have different body characteristics, different learning histories, different reaction speed, attitudes, values, interests, motivations, and personality. . . .

An awareness of these differences can best be developed through continuous involvement with the adults of the community during such activities as advisory committee meetings, church meetings, fund raising drives, Parent-Teacher Association meetings, service organization meetings, and conferences with parents of secondary school students. As experience is gained in teaching adults, the teacher's awareness of these differences is strengthened. The teacher should relate what he is teaching to the adults with whom he is working. What is being taught should grow out of the needs and desires of the adult learners for whom the teacher is a servant.

To use teaching methodology which will assist adults to reach their educational and occupational goals, the teacher must be sensitive to the ways in which adult learners differ from adolescent learners.

First, youths tend to see themselves as dependent persons; adults tend to see themselves as self-directing, independent personalities. The psychological definition of adulthood is that point at which an individual becomes self-responsible and self-directing. Consequently, adults have a greater psychological need to be treated with respect and to be perceived as having the ability to live their own lives. The teacher should provide opportunities for adult learners to assume responsibilities. While doing this, he must be aware of those who are ready but need encouragement. It is important that the teacher guide and encourage the learner but give specific direction only when needed.

It is important to create a climate of mutual respect between the teacher and the adult learners. Adults tend to resent being criticized in the presence of other adult learners. The teacher should be supportive rather than judgmental.

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[1]Jane C. Zahn, "Differences Between Adults and Youth Affecting Learning," *Adult Education*, 17:67, Winger, 1967.

An adult atmosphere is established by arranging the physical setting to provide comfort and easy interaction. Whenever it is appropriate, chairs should be placed in a semicircle or around tables rather than in rows. This setting encourages a lively and appropriate exchange of ideas provided that the teacher guides the discussion into desirable channels, assists in raising pertinent questions, continuously invites the participation of each adult learner and summarizes key points. A name card prominently displayed in front of each adult learner aids the class in becoming acquainted and further encourages individual participation.

An adult learning situation should be friendly and informal—not aloof and formal. In developing this friendly, informal atmosphere, teachers of adults should arrange to arrive before the class is scheduled to start to greet and get acquainted with the adult learners on an individual basis. This approach places the learners in a relaxed but attentive frame of mind—one of the bases of a productive learning situation.

Second, youths tend to perceive their learning as preparation for life; their time perspective is one of postponed application. They tend to enter educational activity in a subject-centered frame of mind. Adults engage in learning largely in response to pressures they feel from current life problems; their time perspective is one of immediate application. They tend to enter educational activity in a problem-centered frame of mind. Adults know specifically what they want and are not compelled to attend school. Therefore, the purpose for which they enroll must be served, or they become discouraged and withdraw from the program.

The starting point of many learning activities can be the problems and concerns of the adult learners. The opening session of an adult education program might be titled "What are you hoping to learn from this subject?". One of the early activities would be a problem census through which the participants would identify their specific problems. There may be other problems with which the teacher and the school are expecting to deal, and these can be introduced along with the adult learners' problems.

Teachers of adults can emphasize their role of helping students to learn to cope with their problems. Assisting the student to help himself and make his own decisions should be a primary objective of the teacher. The teacher must be a good listener and have empathy for the student. The effective teacher of adults is person-centered, and therefore problem-centered, rather than subject-centered.

Most adult learners possess in abundance the single greatest factor in the learning process—high motivation. The teacher should attempt to capitalize on this zeal and spark it to higher levels of achievement through continuous encouragement and a variety of appropriate methodology. Some of the methods of instruction that might be used in adult classes are project, discussion, role playing, problem solving, lecture, field trip, case study, question and answer, demonstration, visual aids, simulation, individual investigation, drill, and brainstorming. Programmed instruction and correlated media could be used advantageously with some of the preceding methods.

When one teaching method is especially appropriate for a particular course or adult class, it should be given a primary role; however, different

techniques should be used at times to maintain the class's interest and enthusiasm.

The problem-solving method, in which projects or case studies are presented as challenging problems, is particularly effective. Adults like to work things out for themselves.

There is an interplay of intellectual and emotional elements in all learning. Because man's judgments and emotions are interwoven, group discussion also satisfies the adult's need for activity and expression. To add variety, class discussion may be preceded by a symposium, a panel discussion, a talk by a resource person, an appropriate visual aid, or a field trip. The exact approach is dependent upon the behavioral objectives to be achieved, the resources available, and the time alloted.

The term "brainstorming" is relatively new and merits a brief explanation. Brainstorming is a technique in which adult learners are encouraged to list for a period of time all the ideas that come to their minds regarding an issue and are asked not to evaluate these ideas during the brainstorming session. Later, all ideas are sorted and evaluated, and some are adopted. The central objective of this method is to prevent premature rational judgment from stifling creative initiative.

Third, adults are impatient learners who have numerous important responsibilities. Usually, they are not full-time students. Time is at a premium, so they want to expedite the business of education and put their newly acquired knowledge and skill to use.

What can the teacher do about this urgency to achieve quick results? He should have all teaching aids ready prior to the start of class, break his subject matter into smaller units, get down to essentials as quickly as possible, and vary his teaching methods. In addition, instruction should be individualized to permit some students to progress at faster rates.

Fourth, adults are constantly contending with the problems of daily life. When dilemmas threaten their economic survival or the health of their families, adults cannot be expected to pay unwavering attention to what is being taught in the classroom. The teacher needs a measure of understanding to meet this type of situation.

Fifth, in the process of living, adults have acquired a fund of knowledge through many kinds of experiences. Few youths have had experience in making their own livelihood, marrying, having children, taking real community responsibilities, or being responsible for the welfare of others. When ideas are related to experiences, the subject matter is enriched and endowed with a reality high school students cannot know. Moreover, new learnings can usually be grasped more easily when they can be related to past experiences. Adults have a broader foundation of past experiences, ideas, and knowledge. The pooling of these will provide maximum benefits to the class, provided that the teacher skillfully directs discussion toward the desired goal.

Conversely, adults' life experiences may have established attitudes and fixed patterns of thinking that may be resistant to change. This unconscious dependence on habit can make creative thinking and innovation difficult. Greater care must be taken to illustrate new concepts or broad generalizations with life experiences drawn from the learners. Greater emphasis should

be placed on techniques that tap the experience of the adult learners, such as group discussion, case study, simulation, role playing, and problem solving. Also, special attention should be given to introductory activities that help adults to change their fixed habit patterns.

Sixth, while both youths and adults face developmental tasks which produce a readiness to learn, the tasks of adults differ. Robert Havighurst, who pioneered in this area of research, divides the adult years into three phases: early adulthood, middle age, and later maturity.[2] The main developmental tasks in the life of adults which Havighurst identifies include getting started in an occupation and managing a home (early adulthood); establishing and maintaining an economic standard of living and developing adult leisure time activities (middle age); and adjusting to retirement and reduced income and establishing satisfactory physical living arrangements (later maturity).

Seventh, the sequence of learning should be strongly influenced by the developmental tasks of the learners not just by the logic of the subject matter or the needs of the educational institution.

Learners should be grouped according to their developmental tasks. For some kinds of learning, they should be grouped homogeneously. For example, in a typewriting course, those who have not had any education in typewriting would be dealt with separately from those who desire to return to office work after several years outside of the office labor force. For other kinds of learning adults might be grouped heterogeneously. In a course in office machines and procedures in which the simulated office approach is used, the groups would cut across age and status levels to deal effectively with human relations problems within the office environment.

Eighth, within all group activities "it is the individual adult who is trying to 'find himself' in the fluid society from which he is so easily alienated; to 'relate himself' to his fellows; to 'express himself' in the arts, or 'assert himself' in civic action; and in all the shared uses of his mind upon his memberships and relationships to 'become visible to himself,' self-creative."[3] It is this conscious or subconscious search for identity that makes each adult respond differently to given stimuli—that makes each adult different. Learning is a personal matter. The student learns only what he wants to learn. The teacher must motivate the student to see his potential and to work to reach it.

The individual differences that exist among a class of youths are minimal compared to the degree of diversity that exists among adult learners. Differences that stem from such factors as social status, educational background, occupational level, and native intelligence are greater than age differences in affecting learning ability. The differences in the background of the adults and the nature of the subject matter determine the measure of individualized teaching that should be done. Furthermore, since they are

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[2]Robert J. Havighurst, *Human Development and Education* (New York: Longmans, Green and Co., 1953), pp. 257-283.

[3]Malcolm S. Knowles (ed.), *Handbook of Adult Education in the United States* (Chicago: The Adult Education Association of the U.S.A., 1960), p. 51.

giving their time, money, and effort, adults often feel that they deserve special individual attention.

In the Cincinnati Public Schools, adults get individual attention through enrollment in an I. L.A. (Individualized Learning for Adults) program. The following explanation of the I. L. A. program appeared in a 1971-72 brochure published by the Cincinnati Public Schools' Division of Continuing Education.

> I. L. A. begins with enrollment just as is the case for one entering the traditional program. A major difference, however, is evident from the very beginning. Instead of merely filling out enrollment forms and showing up in class, the I. L. A. student meets first with a counselor who explains the program and determines whether or not the candidate possesses the attributes necessary for success in the program.
>
> This determination is not based solely on prior achievement but also takes into account the matter of self-discipline. The next step involves meeting the teacher. Counselors personally introduce the student to the teacher who from this time becomes the all-important point of contact for the student. Pretesting is used from the beginning to determine what the student needs and upon what level he can begin in a particular subject.
>
> Emphasis is placed upon less time in telling and lecturing and more on what has to be done and how the student can learn. Once underway the teacher spends much time in testing and evaluating progress.
>
> Nobody enrolled in an I. L. A. subject fails. He may not finish the course, but he does not become a failure. An observer would also notice that enrollment is continuous. While some are finishing on a given evening, others are just beginning.
>
> Records of attendance are maintained for statistical purposes, but attendance is not compulsory. After a student has received his new "prescription," he is encouraged to do as much of his work at home or elsewhere as possible. It must be pointed out, however, that experience has indicated that the more contact the student has with the teacher, the faster he will progress.
>
> Climate is the key to a successful I. L. A. program. Each subject must include objectives for every step of the way. There must be something for everybody, not merely a program bound and restricted by what a textbook has to offer. Both the student and the teacher must be willing to experiment and try new approaches. Self-direction toward the mastery of the material has to be the ultimate goal. By and large, the heart of the I. L. A. program must be its flexibility.

The use of programmed instruction with correlated media will free the teacher from routine instructional tasks and permit creative approaches to meeting individual differences in a personal way. Through programmed instruction each adult learner can learn at a pace best suited to his individual capability.

Since 1969, programmed shorthand has been used in the adult classes at the Milwaukee Area Technical College. Since the adults have a wide range of abilities and backgrounds, most of the dictation is taken from multichannel tape playback equipment. Concerning this course, Naber writes:[4]

> . . . If the program is on an individualized instructional basis and there is no time limit established, the slow student and/or the one who is irregular in attendance . . . can attain the goals of the course even if it means attendance well beyond the semester.

However, Nader cautions:

> . . . the student with low ability plus low motivation does have the opportunity to "dilly-dally". . . and thus make very slow progress. This is one of the prime challenges for the instructor of a programmed shorthand class.

The teacher of adults should not adhere to any semblance of an educational curve. Each adult learner is in competition only with himself. With the teacher's assistance, adult learners can evaluate their own progress toward their learning goals. The task of the teacher is to help individuals develop as much as possible beyond the educational levels held when they enrolled in the program. This may be accomplished by continuously challenging students when they are secure enough to be exposed to new ideas.

In a review of recent research concerning the adult learner, Larson states:[5]

> Adults do not like competitive class situations. They do not like to be compared with others; nor do they respond well to disciplinary measures. Adults work better in cooperative, noncompetitive, nonevaluative settings. They have a great deal of training and experience to offer and a lot of adult dignity to lose if they feel they are failing.

Ninth, adults have a tendency to lose the learning habit. Adults who have been slowed down by the years can still learn; it merely takes them a little longer to do so. This decreased rate of learning seems to occur primarily with adults who get out of the practice of learning. A number of longitudinal studies confirm that those who keep in practice can learn most things as well at sixty as they could at twenty. Moreover, when their learning is based on past experience, when it takes place in a noncompetitive atmosphere, and when their health is good, adults learn faster and more than the adolescent learner.

Tenth, adults may have experienced physiological changes that affect learning. The ravages of the years bring physical handicaps, particularly to the sensory organs. For this reason several small group demonstrations may prove more effective than a single demonstration before a large group. Poor

[4]Evelyn Naber, "Programmed Shorthand for Adult Classes," *Business Education Forum*, May, 1971, p. 26.

[5]Curtis G. Larson, "The Adult Learner—A Review of Recent Research," *American Vocational Journal*, September, 1970, p. 68.

vision can be offset by better illumination, larger print, front row seating, and sharp contrasts of color in the preparation of visual aids. A decline in hearing can be offset by speaking more slowly and distinctly, using amplification, using the chalkboard freely, eliminating diverting noises, seating older people in the front, and having the student alert the teacher when he is not being heard. A slowing up in physical tempo can be countered by permitting adults to choose their own work pace, by providing frequent rest breaks, and by scheduling classes at times most convenient to the group.

Not all changes necessarily result in negative learning factors. Although muscular strength, vigor, and speed of reaction tend to decline, skills tend to increase with long practice. While there may be less intense drive or ambition, there may be stronger loyalty and reliability, increasing calmness, and a greater concern for accuracy over volume.

In summary, the main differences between teaching adolescents and teaching adults lie in the application of the methodology to the characteristics of the adult learner not in the inherent nature of the methodology.

## Instructional Materials for the Adult Learner

In the past there has been a dearth of instructional materials produced specifically for use in the adult business education program. Most instructional materials were produced for use in secondary school or collegiate business education programs or were made by the teacher of adults.

Publishers have begun to produce more materials for the adult field. A cursory review of the catalog of one of the major publishers of business education instructional materials reveals adult education textbooks, kits, tapes, and records for subjects such as accounting, business English, supervision, communication, shorthand, and typewriting. Another major publisher lists textbooks, workbooks, sets, projects, and drills for subjects such as accounting, record keeping, typewriting, English, mathematics, and civil service training. A third publisher offers audio tapes and cassettes for subjects such as business law, medical-dental terminology, salesmanship, secretarial practice, and general business. The teacher of adults would be well-advised to discuss the availability of adult education instructional materials with the sales representatives of publishing companies.

Some secondary school and collegiate instructional materials, notably those produced for beginning skill subjects, may be effectively used to teach adults. When evaluating effective secondary school and collegiate materials for possible use in the public evening school, several of the following questions should draw affirmative answers:

1. Is problem-solving emphasized?
2. Is there a sufficient number of projects, case studies, or role playing situations?
3. Are numerous questions for group discussion included?
4. Is the content related to the common life experiences of adults?
5. Do the materials lend themselves to an accurate simulation of business practices?

6. Do printed and audio materials include vocabulary understood by the adult learners of public evening schools?
7. Are programmed materials included?

The individual differences that abound in an adult class are indications of the variety of instructional media that should be employed to permit each adult to learn best and progress at his own rate. Fortunately, a wide variety of programmed instruction materials are becoming increasingly available. Programmed textbooks in subjects such as shorthand, business English, business mathematics, and records management have been published; and teaching machines and other programmed packets are available for subjects such as English fundamentals, filing, business mathematics, personal shorthand, personal typewriting, punctuation, and spelling.

Given the opportunity, teachers can write programmed instruction materials which, correlated with appropriate media, provide very effective programs for learning. Media such as audio and video tape recorders, overhead projectors, transcribing machines, adding machines, calculators, and film projectors are commonly found in most modern classrooms and provide almost infinite possibilities for individualizing instruction.

During recent years an abundance of materials has been produced for economic education. These materials include booklets, pamphlets, transparencies, periodicals, films, filmstrips, charts, statistical reports, books, maps, slides, audio tapes, and cartoon stories. Many free and inexpensive materials covering various economic topics are available from the agencies in the following list.

Joint Economic Committee of the Congress
G-133
New Senate Building
Washington, DC 20001

Bureau of Labor Statistics
441 G Street, NW
Washington, DC 20001

Social Security Administration
6401 Security Boulevard
Baltimore, MD 21203

Department of Commerce
14th Street between F and Constitution Avenue, NW
Washington, DC 20001

Federal Reserve System
Constitution Avenue between 20th and 21st Streets, NW
Washington, DC 20001

President's Council of Economic Advisors
State Executive Office Building
Washington, DC 20001

National Association for Public Continuing and Adult Education
NEA Building
Washington, DC 20001

Adult Education Association of United States
1225 19th Street, NW
Washington, DC 20036

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## APPENDIX B –
## INTENSIVE PREPARATORY CURRICULA COURSE DESCRIPTIONS

ACCOUNTING I includes the study of the elements of accounting, the analysis of business transactions, and the activities involved throughout the complete accounting cycle. Also, special accounting procedures are discussed. Throughout this course an understanding of the processing of financial data should be formed by emphasizing concepts rather than mechanics.

ACCOUNTING II develops advanced knowledge of accounting procedures, including those appropriate in a partnership and a corporation. Statement analysis, vouchers, departmental transactions, inventory control, cost accounting, and special types of sales transactions are studied.

SHORTHAND I is a course in which the student is expected to develop a mastery of the theory of one of the systems of alphabetic shorthand, to read shorthand rapidly and accurately, to write shorthand fluently, and to improve language arts skills.

SHORTHAND II AND TRANSCRIPTION further develops the student's ability to read and write alphabetic shorthand and perform language arts skills. In addition, the student learns to transcribe shorthand notes and to produce typewritten material with speed and accuracy that meets business standards.

BUSINESS DATA PROCESSING I includes a study of the need for data processing, history of data processing, and methods of processing data—manual, mechanical, punched card, and electronic. Concepts of programming and applications of computers are discussed, also.

BUSINESS DATA PROCESSING II provides instruction and experience in the operation and programming of digital computers. A unit concerning the organization and management of a computer installation is included.

BUSINESS ORGANIZATION AND MANAGEMENT includes the financial structure of the various forms of business with emphasis on sole proprietorships, partnerships, and corporations. Attention is focused on purchasing, merchandising, production, financing, and personnel management.

OFFICE MACHINES AND PROCEDURES provides an opportunity for students to learn how to perform routine office duties and to develop vocational competence with office machines commonly used in the business office. This course should include instruction in filing, use of reference materials, communications, interpresonal relationships, and applying for a position.

SYSTEMS DESIGN AND DEVELOPMENT develops an understanding of the stages in the evolution of a business system and provides the means for evaluating the achievement of the specific objectives in each stage. Included in this course is instruction in the elements of a business system, systems analysis, systems design, and systems implementation.

TYPEWRITING I is designed for the development of typewriting skill and its application to personal and vocational activities. The student is

taught to type with speed and accuracy through the knowledge and the efficient manipulation of the typewriter, to arrange typewritten material for readability and attractiveness, to handle common typewriting problems, to develop good work habits, and to care for the typewriter.

TYPEWRITING II develops vocational competence by improving basic typewriting skills and by developing production efficiency on simulated office projects. The student is taught to achieve a higher sustained speed and a higher degree of accuracy, to type business letters and forms of varied styles in an efficient manner and with minimum instructions, to evaluate work according to accepted office standards, and to become more informed concerning business practices.

## Adult and Continuing Education Series

**WHAT INVESTING IS ALL ABOUT** by Barnes

. . .a thorough presentation of the fundamental principles and procedures in the art of investing designed for the student with little or no background in investments. Eight chapters with questions and projects following each chapter cover topics such as: how and when to invest; federal and state laws, and taxes which affect the investor; and the comparison of the different securities markets. Stock No. N26

**INTRODUCTORY TYPEWRITING** by Lessenberry, Wanous, and Duncan

. . .a 50-lesson combination text-projects book that provides an intensive introduction to the basic operation of the typewriter. Stock No. N13

**INTERMEDIATE TYPEWRITING** by Liguori

. . .a wire-o-bound book designed to improve the student's background in keyboard mastery and the basic operations of centering, tabulation, letter writing, and manuscript preparation. Stock No. N14

**FUNDAMENTALS OF ACCOUNTING** and **FUNDAMENTALS OF ACCOUNTING, Advanced Course,** by Boynton, Swanson, Carlson, and Forkner

. . .two textbook-workbook packages designed to keep the adult student interested and involved in learning basic accounting principles and procedures. Both editions are packaged in vinyl folders with their correlating workbooks. Stock Nos. N28 and N30

**BASIC ENGLISH REVIEW** by Schachter

. . .a thorough review of English grammar, punctuation, spelling, and word study. Practical application problems and meaningful exercises challenge and stimulate all students regardless of ability. Stock No. N22

**BASIC MATHEMATICS REVIEW** by Gossage and Briggs

. . .a functional text-projects book which develops a high degree of speed and accuracy in the performance of fundamental mathematical operations. Individual progress can be measured by built-in tests and a unique scoring device. Stock No. N20

**BASIC CIVIL SERVICE TRAINING** by Fisher

. . .an intensive pre-employment review of the language arts and general business information. Practice is offered in taking tests of the type commonly given to prospective employees of government and industry. Stock No. N16

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